DOCUMENT RESUME

ED 164 379 SO 011 358

AUTHOR Bobo, Kimberley A.
TITLE World Food/Hunger Studies.
INSTITUTION Institute for World Order, New York, N.Y.
PUB DATE 77
NOTE 228p.; For related documents, see SO 011 357-359
AVAILABLE FROM Transnational Academic Program, Institute for World Order, 1140 Avenue of the Americas, New York, New York 10036 ($5.00 paper copy)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Agriculture; *Change Strategies; Changing Attitudes; Class Activities; Cocurricular Activities; Course Descriptions; Curriculum Guides; Developing Nations; Ethical Values; Futures (of Society); *Global Approach; Higher Education; *Hunger; *Interdisciplinary Approach; International Law; International Relations; International Studies; Nutrition Instruction; Policy Formation; Political Attitudes; Political Influences; *Program Development; Resource Guides; Student Projects; Teaching Procedures; *World Problems

ABSTRACT

This curriculum guide is designed to encourage responsible university course development as well as extracurricular activities centered around the world food/hunger problem. Multidisciplinary and global values clarification approaches are basic to the curriculum. Part I of the guide discusses the role of universities in combatting world hunger and describes a successful experimental seminar at Yale University. Part II provides outlines of 23 existing college courses which fall into the following categories: ethical strategies, international agricultural development, nutrition, overviews, policy formation, and political economy. These courses are currently given at schools including the University of Minnesota, Massachusetts Institute of Technology, and Cornell University. For each course information is given on content, objectives, schedule, lecture topics, and readings. Parts III and IV of the guide provide a bibliography of books, periodicals, resource packets, multimedia materials, and government and private agencies with interests in the world food problem. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Robert C. Johansen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED164379

# WORLD FOOD/HUNGER STUDIES

with the assistance of

Kimberley A. Bobo

SO-011358

Copyright 1977
Transnational University Program
Institute for World Order
1140 Avenue of the Americas
New York, New York 10036
(212) 575-0055

CONTENTS


INTRODUCING "WORLD FOOD/HUNGER STUDIES": WHY SHOULD WE CARE? by Burns H. Weston . . . . . 1

PART I. GETTING ON CAMPUS: ESSAYS . . . . . 7

"University Hunger Action, 1974-'76," by Clint Hockenberry . . . . . 9
"The Role of Universities in Combating World Hunger," by Joseph Short . . . . . 14
"Starting a Program on Hunger and Development" . . . 19
"Teaching It at Yale: Hunger Action Moves into the Classroom," by Abby L. Bloom . . . . . 22

PART II. IN THE CLASSROOM: COURSE OUTLINES AND SYLLABI . . 25

Introduction . . . . . 27

Ethical Strategies . . . . . 29

Ethical Strategies for a Global Community - David Rosenberg (Middlebury College) . . . . . 30
International Development and the World Mission - C. Dean Freudenberger (Southern California School of Theology) . . . . . 42
Social Issues: Food, Hunger, the U.S. and the World - Bee-Lan Wang (Wheaton College) . . . . 46
World Hunger - John DeTurck & Suzanne Toton Zurek (Cabrini College) . . . . . 49

International Agricultural Development. . . . . 53

Economics of World Agriculture - Philip M. Raup (University of Minnesota) . . . . . 54
International Agricultural Development - Charles L. Cramer (University of Missouri) . . . . . 68
International Agricultural Development - John Foster (University of Massachusetts) . . . . . 74
International Agricultural Development - Leonard Shabman (Virginia Polytechnic Institute and State University) . . . . . 78

Nutrition . . . . . 83

Food for Thought - Sandra Fingers, Elliott Gralla & Paul Joseph (Tufts University) . . . . 84

Foodways - Elliot Singer (University of Pennsylvania) . . . . . 88
Nutritional Ecology - Joan Gussow (Columbia University) . . . . . 94
Nutrition of Population Groups - Ruth Hueneman (University of California) . . . . . 106

Overviews . . . . . 109

Food and Hunger Seminar - Erika Thorne & William Moyer . . . . . 110
Graduate Seminar: Food Issues - Lee DeAngelis (University of Michigan). . . . . 115
World Food Situation - Anita Anand & Ed Charle (Ohio University) . . . . . 120
World Hunger: Population and Food Supplies - John R. Moore (University of Maryland) . . . . 127

Policy Formation . . . . . 133

Farm and Food Policies - Kenneth L. Robinson (Cornell University) . . . . . 134
Food, Famine, and International Law - Robert L. Bard (University of Connecticut) . . . . . 147
Policy Task Force: The World Food Crisis - Thomas Weiss (Princeton University) . . . . . 154
World Food Resources and Policies - Howard R. Cottam (American University) . . . . . 157

Political Economy . . . . . 167

Approaches to a Political Economy of Food - Lance Taylor (Massachusetts Institute of Technology) . . . . . 168
Contemporary Economic Problems of an Interdependent World - Secunderabad Leela (Millersville State College) . . . . . 174
Diet for a Small Planet - Gigi Berardi (Cornell University) . . . . . 183

PART III. TEACHING AND RESEARCH MATERIALS. . . . . 194

Books . . . . . 195
Periodicals . . . . . 209
Resource Packets . . . . . 212
Multi-media Materials . . . . . 213

PART IV. IN THE FIELD: ORGANIZATIONS . . . . . 217

## INTRODUCING "WORLD FOOD/HUNGER STUDIES": WHY SHOULD WE CARE?

On November 21-23, 1975, more than 500 students, professors, campus ministers, and community activists gathered in Austin, Texas for a convocation called the National University Conference on Hunger. Co-sponsored by the Institute for World Order and Project Dialogue, the Conference was convened to consider a broad program of action relative to domestic and world hunger, including such action as might help "to re-order our educational establishments to concentrate on global priorities, particularly the hunger issues." Among the many results: the launching of an intensive campaign to institutionalize world food/hunger studies within our nation's colleges and universities.

This curriculum guide, prepared by the Transnational University Program of the Institute for World Order, is an essential part of that campaign. Designed to encourage responsible course development as well as extracurricular activities around "the world food/hunger problem," it is offered in the belief that there are substantial and urgent reasons why "we," the well-fed, should care about "them," the starving and malnourished.

### A. The Moral Imperative

Respect for life, brotherly/sisterly love, simple human charity -- adequate answers, one would think, to the fundamental question: why should "we," the well-fed, care about "them," the starving and malnourished?

But these are complex times, and from throughout the world we hear disconcerting voices. Is not nature merely taking its course, confirming Darwin's theory of the survival of the fittest? Are not

rising death rates necessary to relieve the ecological pressures brought about by an already too populated planet? Have we not the right, possibly even the obligation,to look upon the problem of world hunger as a blessing in disguise, serving our realpolitik interests in the quest for "planetary bargains?"

The trouble with these voices is, of course, that they pay little or no heed to an ethically critical fact: that the world can already produce enough food to provide the entire human race with a nutritionally sufficient diet of 65 grams of protein and 3,000 calories daily. In other words, it is not for lack of scientific skill or technological capacity that one-half billion people -- 12.5% of the world's population -- are starving and malnourished. It is, rather, because the world's wealthy minority (many of ourselves included), who consume disproportionately more than two-thirds of the globe's resources, have failed to devise goals and strategies adequate to the task of equitable distribution. Abetted by poverty and political neglect, distribution -- not production -- is the key.

Given, then, that the world has the technical wherewithal to feed everyone, how can it be said that some -- millions -- should be left to suffer the consequences of indifference? Given that world hunger can be alleviated, by what "lifeboat ethics" do we superarrogate the right to say who shall live and who shall die? The moral imperative is clear. With the promise of global abundance, made possible by new scientific and technological capabilities, it is unjust to turn one's back upon basic human needs.

### B. The Pragmatic Imperatives

Clear though the moral imperative may be, it nevertheless must be acknowledged that exhortations to virtue are not by themselves going to feed a half billion people. To bring about what is needed to reduce -- let alone eliminate -- world hunger, it is necessary to comprehend, also, the pragmatic reasons why "we," the well-fed, should care about "them," the starving and malnourished. Four come immediately to mind.

First (and hopefully most apparent) is the fact that not insubstantial diplomatic/political rewards commonly attend moral foreign policies. Simply put, it is pragmatic to behave morally; moral international behavior helps "win friends and influence people" -- a lesson often lost on those who, in the pursuit of power stripped of moral content, wonder about the loss of international security and prestige. The point is perhaps better understood in the negative. Senator Mark Hatfield, referring to the United States, has put it this way: "There is no security for a nation with only 6 per cent of the world's population using 40 per cent of the world's resources -- unless that nation commits itself to the sacrificial service of the world's needs."

Next, "we" should care about "them" because, in an increasingly interdependent world, the long-term vitality of our economies is inextricably tied to the nutritional well-being of other peoples. Other things being equal, improving the life-support conditions of the world's poor leads to their increased general productivity, which in turn results in a prosperity that can redound ultimately to the benefit of us all by way of greater and more stable purchasing power in the developing world. Conversely, widespread hunger and malnutrition tend toward global economic stagnation and disequilibrium; the scarcities and instabilities of the world food supply system have profound negative effects on the economies of all nations -- something that should concern all of us from the most basic pocketbook perspective.

Third, to care about the starving and malnourished is at the same time to care about a large complex of global issues and problems which impinge directly and indirectly upon every one of us: escalating military expenditures; the persistence in many countries of reactionary social-political structures which impede the advancement of fundamental human rights (especially for women and children); increasing absolute and relative poverty on a mass scale; growing ecological instability through overpopulation, pollution, and dwindling finite resources; and so forth. From the most elemental point of view, to be sure, the world food/hunger problem can be reduced to millions of individual human beings who are unable to attain nourishment sufficient to sustain normal bodily functions. Seen comprehensively, however, as it can and must be, it encompasses all those global problems which affect the quality of our lives, the lives of each and every one of us.

Finally, "we," the well-fed, should care about "them," the starving and malnourished, because any real resolution of the world food/hunger problem is going to require major changes in the international system, especially when the problem is viewed comprehensively so as to embrace all the interrelated global issues mentioned above. We proceed at our own peril, of course, when we neglect the system change implications of the world food/hunger problem. The changes are bound to impact heavily upon the habits and structures of our own national societies.

* * *

The aforementioned moral and pragmatic answers to why "we," the well-fed, should care about "them," the starving and malnourished, are fundamental to why the Transnational University Program (TUP) of the Institute for World Order is concerned about the world food/hunger problem. For over ten years, the TUP has been pioneering an approach to international education which seeks to ensure human survival and human dignity on a worldwide basis. Known as

world order education, it is preeminently concerned with those global issues which seem most demanding of investigation and solution as we move into the Twenty-first Century: (1) how to limit violence and prevent wars so that nations and peoples will be governed more by persuasion than by coercion; (2) how to expand social justice so that discrimination and oppression will be reduced and more people given greater opportunity to determine what should happen to their lives; (3) how to raise levels of economic well-being so that degrading poverty will no longer be the fate of billions; and (4) how to restore the global environment so that people can enjoy the benefits of Earth in good health and without fear of pollution and the waste of finite resources. Each of these issues bear heavily and intimately, of course, on the problem of feeding the world's population.

It is not out of deep humanitarian concern alone, however, that the TUP is interested in the world food/hunger problem. It is interested also because the very nature of the problem -- its scope and complexity -- begs for what is central to world order education.

In the first place, it calls for multidisciplinary systems analysis -- that is, an informed, rational inquiry into all the socio-economic, political, and cultural processes, national and international, that jointly and severally contribute to starvation and malnutrition. For one example: political tensions in an armed Middle East precipitate an oil embargo and consequent oil shortage which in turn spells higher farm energy and fertilizer prices that result in decreased agricultural production (especially in the developing world) and therefore widespread food shortages and starvation. An approach to the study of the world food/hunger problem which views the world as an holistic social process, buffeted by complex interdependencies which defy unidisciplinary analysis, facilitates the identification, description, and correlation of the events that make up such scenarios in ways that ensure that essential "real-world" variables and policy choices will not be overlooked.

Next, because of the many ethical and normative questions it raises, the world food/hunger problem calls out for a conscious commitment to global values clarification, i.e., to the elucidation and appraisal of competing values and value systems from a perspective that identifies more with the world as a whole than with any one of its parts. Arguably no intellectual task is more basic to world order education than this one. Without presuming a world other than one that is determined by the oft-competing goals of peace, social justice, economic well-being, and ecological stability, world order education places policy or value questions at the center of inquiry by urging students and scholars to ask not only what is politically and technologically possible, but also what is humanly desirable, and by challenging them to be constructively critical of the various value laden theories that inevitably shape

analysis but often are assumed without question. Global values clarification enables informed priority determinations among the many conflicting claims that commonly characterize such major phenomena as the world food/hunger problem.

Third, and here finally, the problem of feeding the world's population demands that responsible attention be given to the possibility -- necessity? -- of basic system change, another key concern of world order education. Indeed, there are few global problems for which this aspect of world order education is more relevant. The distortion of the world food supply system because of deeply vested -- often reactionary -- public and private interests, not to mention the dearth of appropriate guidance machinery on the international plane, makes it inconceivable that one can think responsibly about the world food/hunger problem without thinking about system transformation. In addition to encouraging careful analysis of the interrelated causes of major global problems, world order education urges the invention, the recommendation, and the testing of solutions that involve even the most fundamental kinds of behavioral and constitutive change.

In sum, the world food/hunger problem is of central interest to the TUP because it evokes the primary goals -- the very essence -- of world order education: systematic inquiry into how the world is and might be, and rigorous analysis of how we get from where we are to where we want to be. This curriculum guide, which we hope will encourage and facilitate the development of world food/hunger studies in our nation's colleges and universities, is offered in furtherance of these goals. Genuinely to commit ourselves to an educational process that holds out at least the potential for heightened sensitivity to the preciousness of life and to the possibilities for upgrading human existence is, we believe, the fundamental priority of our time.

* * *

One final but greatly required note by way of thanks to all who have contributed to this effort.

Special appreciation is extended to Mr. Michael Washburn and Ms. Peggy Ravich who ably organized and coordinated the Fall 1975 National University Conference on Hunger and who subsequently initiated the work that culminated in this volume. Likewise: to Ms. Edith R. Wilson, Director of The Action Center (formerly "The Food Action Center" of the National Student Association Foundation), now a project of the Institute for World Order. Ever since the National University Conference on Hunger, she and her colleagues have played an increasingly large role in the work of the TUP relative to world food/hunger issues.

Thanks are due also to Messrs. Mark C. Meyer and Sherle R. Schwenninger, respectively my former and present Program Associates -- each living proof of the old truism that there are no limits to what can be accomplished if one does not care who gets the credit. Also vital to the completion of this curriculum guide has been the generous support of The Rockefeller Foundation. For its assistance, too, I extend wholehearted appreciation.

Above all, however, I wish to underscore what already is acknowledged on the title page, namely, the invaluable contribution of Ms. Kimberly Bobo, currently a Senior at Barnard College and for the past year a Student Intern of the TUP. Without her tireless commitment, none of this would have happened.

Burns H. Weston
Senior Fellow & Director
Transnational University Program
Institute for World Order

New York, New York
February 1977

# PART I.

## GETTING ON CAMPUS: ESSAYS

# UNIVERSITY HUNGER ACTION, 1974-'76

Clint Hockenberry
The Action Center*

Taken from 1976 REPORT
ON UNIVERSITY HUNGER
ACTION PROGRAMS FROM
THE FOOD ACTION CENTER

There is one question many of us are asking at the beginning of this academic year: where is our response to "the food crisis" leading us? Clearly hunger is an issue of active concern. People involved in food issues are working on a global problem which will require attention and action for years to come. But the work of the Food Action Center and other organizations mobilizing people on hunger and development has demonstrated that while food is an issue unto itself, it is also an "entrance issue," a launching pad into awareness of other world order concerns. Fffective food action necessitates an analysis of the fundamental ills of society, and work on the root causes of hunger means changing the societal structures that create and perpetuate poverty, racism, energy misuse, sexism and war.

The more we are able to fit our work on food issues into a larger picture of societal problems, the more effective we will be as food activists and as social change agents. There is a danger that connections we make between food and other issues become so diffuse and extended that they are meaningless. We must ask what issues are not connected to food issues. If in our rhetoric we link food with all the ills of the world, it is our responsibility to drive those connections home. We must constantly ask ourselves whether our analysis will play in Peoria.

Hunger activists develop a broad analytical framework through a process of self-education. This process allows them to see food issues as they relate to other issues and to investigate the systemic causes of hunger and poverty. Self-education begins the process of change; it is where hunger action begins. Many campus hunger groups continually integrate the larger perspective in their study, analysis and discussion of food issues. The Food Action Center stresses these ideas in its program of regional food activist workshops for college students, and also in the Macro-Analysis Seminar on Food and Hunger, co-authored by William Moyer of the Movement for a New Society and Erika Thorne of the Food Action Center.

---

* Formerly The Food Action Center

College students are increasingly aware of the multi-layered connections between social, economic, political and environmental injustice. They realize that overcoming the problem of hunger and poverty demands broad and fundamental social change. Thus, self-education is not an end in itself, but rather an enabling process that leads to action on all levels. Whether a project is successful or unsuccessful is not the only consideration. Organizing skills and the comprehensive analysis that students of social change develop are often more important in the long run than the immediate results of their efforts.

Over the past year students have responded to food issues in a number of ways. During a recent crisis, the 230 students at Franconia College, New Hampshire, decided to run the food service themselves. They wanted their newly-acquired food service to operate as a reflection of the school's collective philosophy. Forty student and faculty volunteers rotated the menu-planning, purchasing, cooking, serving, clean-up and administrative duties each month. The kitchen collective replaced supplies trucked from great distances with products supplied by their neighbors in the local community, and in the spring they planted a gigantic garden to supply all the root vegetables the college would need for the coming academic year. Not only was the kitchen collective successful in running the school's food service, they saved $4000 in their first year of operation.

To cite another example, students at Hamilton-Kirkland Colleges experimented in a cooperative living venture. An equal number of men and women lived in a dormitory where they did all planning, buying, preparing and clean-up of meals, averaging four hours of work per week per student. Community spirit in the dorm ran high throughout the year. Student experimentation in such projects reflects a general willingness of college students to investigate lifestyle options. The growing numbers of vegetarian lines in college cafeterias,[1] recycling, farm and conservation projects,[2] and rising interest in community and group living experiments indicate a pattern of changing values.

Some university hunger action projects have had a great deal of local involvement. At Oberlin, for example, a group began as a group of townspeople concerned about hunger and later spread to the campus. A Richmond, Indiana community group and an Earlham College group cooperated on many projects, including Food Day activities and hunger workshops. At Duke University the YM/YWCA Hunger Task Force has worked closely with community groups on a Meals-on-Wheels program inaugurated by the Center City Church Council. Universities and colleges across the country have increasingly been supportive or catalytic agents for community response to local conditions of hunger and poverty.

Community/campus cooperation expanded last year, encompassing larger geographic areas and greater numbers of groups. Recognizing that Massachusetts is extremely vulnerable to interruptions in its food supply (the Commonwealth imports 85% of its food), a group of community people and campus hunger task forces from the Amherst area organized a Western Massachusetts Regional Conference in April to explore ways of increasing self-sufficiency. Workshops on such topics as "Massachusetts Soils: Ecology and Fertility," "Community Canning Center," "Purchase of Land Development Rights," and "Corporations vs. Family Farmers" facilitated valuable interchange between local farmers, legislators, food cooperative operators, students and other members of the surrounding communities. The conference was not just a "one-shot" educational event, but served as a springboard for sustained cooperation to work on the passage of development rights legislation and the establishment of a local food cannery. Similar regional developments are occuring in Ohio (under the leadership of Cleveland State University), in New Jersey (under the leadership of Seton-Hall University), and in Southern California (under the leadership of Occidental College).

University hunger action on a national level was widespread in 1975-76. There were numerous campus fundraising drives for various relief and development organizations, including projects at the University of Notre Dame, Furman University in South Carolina, Wellesley College in Massachusetts, and the University of North Dakota. Other campus efforts focused on political action: letter writing campaigns on behalf of Bread for the World's Right to Food resolution at St. Olaf College in Minnesota, lobby work both on local issues in Philadelphia and on national food policy in Washington by the University of Pennsylvania Hunger Action Committee, and nonviolent direct action by Northwestern University's hunger task force against SIMILAC (baby formula) producer, Abbott Labs. Finally, land-grant university action groups at Cornell University in Ithaca, Virginia Polytechnic Institute and State University in Blacksburg, and Iowa State University in Ames, among others, concentrated on re-evaluating research priorities for appropriate technology transfer.

University hunger action is different from what we experienced initially after the Rome World Food Conference, and will continue to change. Campus response to hunger is moving from separate consciousness raising activities toward structural change at the university. This translates into less fasting, film showings, media use, fundraising, and speakers, and greater emphasis on curriculum development,[3] field work experiences,[4] vocational and lifestyle planning,[5] revised research priorities,[6] investigations of the university as a corporate enterprise,[7] food service reforms,[8] and closer relationships with local community groups and alternative institutions.[9] These are in-depth projects that tend to involve fewer people, but those activists will have long-term impact through the structural changes they make in their universities. Whereas changes in lifestyle values and general interest in social change

may remain constant among large numbers of students as in the previous two years, food action is not the proclaimed rebirth of the Sixties take-to-the-street activism. The greatest value of food work, when placed in the current spectrum of social change, may be in its spawning of a corps of highly committed and trained activists who are building on the legacy of the civil rights and anti-war movements to meet the same challenges: economic exploitation, racism, sexism, environmental destruction, and war.

It is nearly impossible to detect uniform national trends in university hunger action. On certain campuses where strong campus food organizations formerly existed (e.g. Yale, University of Michigan), there was a noticeable recession of student hunger activism last year. The roller coaster history of the North East Hunger Action Alliance (NEHAA), a network of thirty schools from Pennsylvania to Maine, shifted from joint strategy sessions to disjointed communication. Nevertheless, there are several New England Food Activist training workshops this year, facilitated by the Action Center and locally sponsored by Connecticut College, Columbia/Barnard, and Middlebury College, that have already spurred the creation of a new inter-school food activist communication network. In addition, particularly in the South and the Midwest, schools that had been inactive are forming hunger task forces. Miami University in Ohio quickly organized for Food Day 1976, and then launched a blitzkrieg effort to establish a farmers' market -- just two weeks after they had formed as a group.

Some campus hunger action projects have used food as the initial organizing issue and then branched into other directions. Students from the hunger task force at Bowdoin College in Maine proposed a special project that integrates food production with environmental and energy constraints. In describing their "Pennellville Project," they envisioned a "facility that would strive toward self-reliance with regard to energy and food. Electricity would be generated by wind turbine. Solar panels with backup wood stoves would supply the heat necessary to live comfortably even in the severest of Maine winters. Organic farming and aquaculture would be the primary methods employed to feed those students living at the facility. Laboratory, greenhouse, classroom, and library space would be provided, creating a live-in/study environment."

If this overview of university hunger action is correct, the question remains: where is "food" leading us? First of all, most campus hunger action groups understand that food is an entrance issue into the broader area of social justice. Even the use of the word "issue" is significant because it connotes a sense of moving, of flowing out, of a process. Therefore, the "food issue" is leading us somewhere: it is a process of seeing more than the obvious symptoms of hunger, recognizing and analyzing the causes of why people are hungry.

Hunger is a perennial problem that magnifies local and global injustice and demands systemic change. Working towards a world without hunger and poverty means a lifetime of struggle. The task before us is so immense that we can have little hope for success, only improvement. Any permanent change that will occur will not occur overnight. A crisis mentality can often lead us to frustration and burnt-out idealism when change proceeds too slowly. But if we have a clear vision of how the world can be, then we sustain our energy in working for how the world will be.

Campus hunger action is playing a role in fashioning that future world. Structural changes at the university that are re-directing curriculum and research priorities, the heightened recognition that the university has a special responsibility to work on local and regional problems, and particularly, the life-style values and global consciousness of today's students who will become the leaders of the next generation — all of these will leave an imprint on the future. Action on food issues is leading us exactly where it should be taking us: to make the fundamental changes in society which will create a world without hunger and poverty.

## Footnotes

1. E.g., Brown Univeristy in Rhode Island; Carleton College in Minnesota; the "Asparagus Farm" at Maryland State Teachers College at Towson.

2. E.g., Merrill College, University of California/Santa Cruz; Merrimac College, Massachusetts.

3. E.g., New York Univeristy's food group, "Sharing Human Abilities, Resources and Environment" (SHARE); a new course entitled "Hunger and the Educated Response" at Luther College, Iowa.

4. E.g., Bethel College, Kansas; Middlebury College, Vermont.

5. E.g., as demonstrated at the recent food activist workshop at Connecticut College.

6. E.g., Kansas State University, Manhattan; Rensselaer Polytechnic Institute, Troy, New York.

7. E.g., Wellesley College, Massachusetts; Cornell University, New York.

8. E.g., Lewis and Clark College, Oregon; Goucher College, Maryland; Tuskegee Institute, Alabama; Glassboro State University, New Jersey.

9. E.g., Wesleyan College Food Project.

# THE ROLE OF UNIVERSITIES IN COMBATING WORLD HUNGER

Joseph Short
New York University

Paper presented at
the National University
Conference on Hunger
November 21-23, 1975.

How can concerned persons assure that universities assume a national and global role in combating world hunger?

1. Understand, study and conceptualize what resources the university has to bring to bear on world hunger. Consider the breadth, size and diversity of the higher education system, including small liberal arts colleges and large land-grant institutions. Consider that there are some 3,000 institutions, about a half million faculty members and almost 9 million students. Imagine the impact if this massive system were to effectively confront world hunger.

Think of the university as an evolving organization in which individuals and groups -- people, not abstractions -- decide what institutional goals and priorities will be. Consider the possibility that university goals must be influenced and changed in about the same way that Congressional or societal goals must be changed -- in part, but not solely, through a political process.

Delineate the specific resources of the university, including but not limited to, the following: research, teaching, access to the media, foreign technical assistance, domestic farm extension, bonds with other leadership sectors of society, etc. All of these resources are demanded by the world food situation.

2. Develop a clear, flexible and compelling rationale for the role of the university as a university in relation to world hunger. A church, political party or humanitarian organization may have its role. What, fundamentally, is the role of the university and how should it be expressed? The answer is as important as it is difficult.

One image of this role is that the university should be an engine of social, moral or political reform, galvanizing American society to eradicate hunger once and for all. Another image, the "traditional" image, is of a highly detached institution dedicated to basic research and teaching which may or may not ameliorate human conditions like hunger. These constructs, and variations of them, have competed for acceptance, as such issues as civil and women's rights, Vietnam and the urban crisis have permeated society. Persons concerned about world hunger must help universities achieve more effective consensus about their roles.

The university's primary role is intellectual and educational, but this role has to be revitalized, and in important ways, redefined. Without sacrificing free or theoretical inquiry, universities can and should be more mission-directed, within their humanistic tradition (not all "missions" can be justified within the humanist tradition). They have to be more concerned with values education. They probably have to take a broader view of educational process (Fund-raising for SAHEL relief may be educational, as well as "activist." So may be a Nader-type internship concerned with U.S. food policy). They may have to be more responsive to unprecedented global crises of resource scarcity and of the environment. Universities have to be restructured, at least in part, to achieve these adaptations of purpose. Notably, some American universities and the new United Nations University are being structured around specific societal missions and problems.

If 3,000 American institutions of higher education were individually performing at even 50 percent of intellectual and educational capacity, in relation to world hunger, their national and global role would be immense. We should not rush forth to national organization, lobbying in Washington, and so on without first bolstering campus-based efforts. Ironically, we in education may be underestimating the power of ideas and of education.

3. On the individual campus start an organization which will undertake a multi-pronged effort to assure that hunger and malnutrition are central concerns of the university program. Realize that some campuses may be more receptive to a different definition of the "problem" -- underdevelopment, maldistribution of wealth, etc. Expect a certain amount of indifference or resistance to making world hunger a central concern -- it will be said it's too fadish, too ideological, too transient, too unrelated to the established disciplines, too unrewarding in professional and career terms and too distracting from the good times of college life. The task is to develop effective organization and strategies which can overcome inertia, capitalizing on the resources for action that abound too. This, inescapably, is a leadership task.

Consider different models for organizing a campus effectively. One model (NYU-SHARE at New York University) envisages a cadre of persons, very deliberately including faculty, students and administrators, who see their task as catalyzing university resources which are lying fallow, e.g., promoting research on hunger-related problems, increasing library resources for research, encouraging additions to and changes of curriculum, facilitating campus involvement in community and national action, etc. The organization intrudes itself into university structure and communications. It tries to gain adherents in as many groups as possible that have discretion over university resources (funds, curriculum, physical facilities, media outlets, etc.). Ideally, such an organization should be well anchored in one or more important sectors of the university, for example, the President's Office (NYU), the chaplain's office (Yale), a religious and social service center (Columbia), or the like. A campus-wide coalition has strengths (a larger reach into all university resources), but weaknesses, as well. Students tend to "activist" interests (e.g., cafeteria food policy changes); faculty tend to scholarly activity. If, however, a relatively small cadre (estimate 10 - 20 persons) can hold the middle organizationally, then the interaction of diverse approaches becomes mutally educational and energizing. Incidentally, administrators are a much underutilized group of skilled organizers for this effort.

We should spend as much time analyzing appropriate organizational modes and strategies, as we do in considering how federal political processes may affect national food policies. University people, of course, tend to analyze everybody but themselves.

4. Develop a sound and coherent analysis of the world hunger crisis -- why it exists and how it can be changed. Translate this analysis into sensible objectives for the university. The university certainly has a primary responsibility for developing this analysis, and this function is especially compatible with its established research proclivities. How shall we state other appropriate objectives for the university? How we state these again affects organizational strategies and programs. Should an objective of the university be to effect a profound change of attitude about world hunger on the part of its students? Does our analysis conclude that Americans must consume less and share more; if so, how is that "taught" in a university? Does our analysis conclude that Congress effectively decides certain critical matters of food policy; if so, does the university have more than an indirect educational role in relation to those decisions? Does our analysis conclude that some universities contribute more to the problem than to the solution (alleged collusion of universities with agribusiness, energy, and defense industries); if so, can universities reform themselves or be reformed?

Universities, at least, should be expected to develop their own programs and their policy recommendations for society in relation to sound analyses of the sources of and correctives for world hunger.

5. To develop effective national collaboration among American universities to deal with world hunger, seek consensus on the most promising areas for cooperation. These might include: setting and propagating priorities for research; cultivating and advertising private/public sources of funding for university hunger programs; developing policy-related briefs for public and political officials; disseminating information nationally about hunger-related research, educational programs and materials, etc.; facilitating a network of communication and support for activities of established relief and development agencies (private and public); and providing a national framework for public education through schools, media, churches and other institutions of education.

Effective national collaboration requires a sound strategy of organization and communication among hundreds, if not 3,000, universities and colleges.

Clearly an effective national strategy of organization and communication necessitates professional leadership, but leadership committed to facilitating voluntary initiatives and cooperation throughout the system of higher education. One approach would be to persuade two or three existing organizations to form a leadership coalition, at least for the purposes of leading a national university hunger movement. These organizations would be expected, even obligated to expressly commit personnel and material resources to the effort. For example, a leadership coalition might include the NSA Food Action Center (student ties), the International Studies Association (academic ties) and the Institute for World Order, Inc. (organizer of this conference; general university and foundation ties). Perhaps coalition membership should be open; members might be self-selected, provided they are prepared to accept certain obligations and general purposes. In this connection, this National University Conference may wish to ask several persons to attempt to form a leadership coalition, possibly according to guidelines and purposes laid down at this meeting.

6. Finally, in considering national collaboration decide whether hunger is the appropriate focus for the most dynamic university movement. Unquestionably, hunger is a compelling human problem. But what would be gained or lost, organizationally speaking, if the approach were more broadly conceived. A broader conception might have a sounder base of theoretical analysis. That is, most analysts believe that hunger is intimately related to other problems such as resource scarcity or maldistribution, inadequate agricultural systems or population pressure. The corresponding organizational missions might, from this perspective, be international development, sharing world resources, or basic system change (consider world order or Marxist models). At New York University, for instance, while expressly focusing on hunger issues for the time being, we

have expressed a broader conception in our organization's title: SHARE (Sharing Human Abilities, Resources and Environment).

It can also be argued that a focus on world hunger is compelling in both theoretical and organizational terms. Without arguing that hunger is divorced from production, population or other problems, it can be forcefully argued that hunger can be dealt with directly and further, that doing so is a way to strike into the systemic problems that perpetuate hunger. Also, concentration on hunger may facilitate a more purposeful, coherent and dynamic movement than might be possible if the mission were stated more broadly. If this strategy is chosen, however, recognize that the choice is somewhat arbitrary and seek natural alliances with organizations which follow different, but related strategies of dealing with world hunger.

# STARTING A PROGRAM ON HUNGER AND DEVELOPMENT

Transnational University Program
Institute for World Order

Adapted from "Some Steps in Starting A Peace Program"

1. Survey existing courses. Take your college catalogue and examine offerings for courses which have a direct bearing on hunger and development. Don't neglect ecology, nutrition, agricultural economics, international relations, international law, areas studies, or theology and philosophy. But don't stop there--a careful reading of the actual course syllabi is essential to become familiar with the content and direction of courses. Examine the whole list from the learner's viewpoint. In what ways do these various offerings fit together?

2. Survey your faculty and students. Begin with faculty who teach relevant courses already in your catalogue. The key question becomes, can you find energetic and committed people to form a core group able to devote substantial amounts of time to the new course development, administration of a program, fundraising (where necessary), the politics of introducing an innovative program and so on. The core group should include students who are potentially the best source of energy and innovative educational ideas. Try to get a feeling for the strength of potential student interest and support through informal conversations with as many people as you can reach.

3. Find out how to introduce a new course, major or concentration program. Discover the informal and formal processes of curriculum and program approval. Whose support is required? Often it's prudent to consult with deans and administrators early, at least to determine their general attitudes. A sympathetic dean is an important ally. But be prepared with hard information about the potential faculty resources, potential student interest, and existing programs addressing global hunger on other campuses.

Decide: Is a new program or course a feasible goal? Remember that there are different methods for introducing hunger and food issues to the curriculum--through revisions of existing courses or simply by adopting new teaching materials. Starting a program is one choice among several; how does it fit with your campus situation?

4. Get the ball rolling. Pull together people to help generate interest in your program, to help develop a rationale and to delegate responsibilities. Above all, the establishment of a small core group will lend continuity to the program and facilitate a pooling of resources for its design. Many strategies have worked before: a lecture by a known speaker can serve as the focal point to bring people together; a meeting of potentially interested people with a resource person, from an established development organization or hunger action center, will not only spark interest but provide practical advice; a continuing seminar on hunger and development issues can expose alternative points of view and establish an academic setting where a common perspective (and group loyalty) on global studies can develop. These tactics will vary from place to place, but the operational principle is similar: create an event that will attract people concerned with the problems of hunger and development, and use the occasion to enlist their support and invite their participation.

5. Learn. It is possible to save time and energy by learning from mistakes others have made (or from their successes) in reforming the curricula on other campuses. Face to face meetings are best, but you can also learn from various educational groups.

6. Plan. You need to decide on the best short-term goals for your own situation. Perhaps a single new course on hunger is appropriate, or a series of new courses, or merely changes in the existing courses, or again, a whole program of learning experiences combined with independent study, field work, etc. Whatever the goal, careful planning is very important--it should be a cooperative process which attempts to involve all interested faculty and students. As a group, you may want to write a clear statement of what you perceive as needed on your campus, why, and what specific measures can usefully fill that need. At large colleges or universities, such a proposal may have to be presented to the dean, faculty, curriculum committee or university senate in authority. (Please note that the Institute for World Order has on file proposals prepared by groups at several institutions for programs on world order, global scarcities, and peace. They will be glad to share these with you.) Smaller institutions generally have less formal procedures. Remember that the strongest forces in your favor are clearly demonstrated student interest, a committed group of faculty and a well-conceived program plan.

7. Common errors. In designing new programs, try to avoid the following:

(a) The "Duck Soup" program - a little bit of everything with no real binding framework or perspective, little effort by participating faculty to learn from each other and to make their disciplines relevant to the core set of issues.

(b) The "Name Only" program - one or two new courses and an amalgam of existing and traditional courses. There is nothing worse than a hunger and development program which is really only a renamed program that includes some discussion of nutrition or poverty. A sound program will require creating innovative courses within a coherent, normative framework.

(c) The "Feely-Touchy" program - all action, all feeling, all experience but little substance. A program without reading and thinking, without a variety of points of view or focus, where discipline and structure will not last.

(d) The "Parochial" program - nothing but nutrition or agricultural economics or international politics which all but ignore other related aspects of food and development. Good courses and programs must be based on the creative integration of several of these perspectives and bodies of literature.

(e) The "Professional-Only" program - a common practice today is to orient undergraduate programs toward the preparation of people for graduate school and then for professional careers as researchers or college teachers. Hunger and development programs should be at least as concerned with preparing people for work as for positions like policy-making, community leadership, social change ventures or being just plain knowledgeable citizens of the world. This means courses with explicit normative dimensions and with attention given to policy and action issues.

8. Funding. Lack of money is often perceived as the major obstacle to developing a new program; in fact, its importance is often overrated. On many campuses there already exist committed faculty and sympathetic administrators who can tap university funds to support innovative projects. Looking for funds beyond your campus may mean hours of extra work, so don't attempt it if there is any possible alternative. If you are looking beyond your campus, though, consider these sources first: alumni which are specifically interested in world affairs, international relations, peace and development; local and regional foundations concerned with education and public affairs (check the Foundation Directory and the Foundation News); and some wealthy, concerned individuals in your local community. You will not secure grants from the large Eastern foundations unless you teach at Harvard or a similarly prestigious institution, and even then it may be unlikely. But wherever you try to raise money, you will need a concise, brief and attractive proposal explaining your plans and giving hard evidence of faculty resources and student interest. Attach a detailed budget. Form letters mailed with proposals are usually ignored; try to solicit contributions in person whenever possible; and try also to find someone who knows your prospect to introduce you. Sometimes just getting your foot in the door is the hardest part of all. Finally, do not be frustrated if your first five prospects turn you down. Fund-raising requires doggedness and almost superhuman perserverance, but it is possible and with a solid proposal and dedicated people, the effort can be made to pay off.

# TEACHING IT AT YALE:
# HUNGER ACTION MOVES INTO THE CLASSROOM

Abby L. Bloom
Yale University

Written for THE FOOD ACTION EXCHANGE newsletter, April, 1976

Late winter 1974. The scene was an informal gathering of students, faculty, and several West African representatives who had come to Yale University to drum up interest, support, and relief funds for the ailing Sahelian nations. Many there had specific commitments that motivated their attendance - an earlier visit to one of the famine-stricken nations, an interest in Africa in general, or a desire to help improve health conditions in the Third World. It was one of few occasions when undergraduates and members of the medical and public health schools came together to focus on an area of common concern. One consequence was the realization that Yale students could not, within the formal structure of an undergraduate level course, study the historical precedents, the determinants, and the parameters of a "crisis" such as the Sahelian famine. In short, no course on nutrition, world food resources or health conditions in the Third World existed at Yale.

In retrospect, the existence of such a lacuna seems impossible and within one year Yale students had organized two hunger action groups, the Yale Hunger Action Project (YHAP) and the African Famine Relief Organization (AFRO), and had begun to lobby for new seminars that would address the issues of health, nutrition and population. The history of the seminar I have taught for two successive years, "Health in the Developing Nations," illustrates clearly how students have succeeded in expanding an otherwise traditional curriculum to include courses that correspond to their concern about world hunger.

A second outcome of the meeting about the Sahel was a commitment by several faculty members, myself and an undergraduate, Katy Sacks, to organize a course that would serve as a basic introduction to problems of health and illness in the Third World. Katy, a freshwoman, had spent some time in Kenya with Catholic Relief Services and was determined to see the course incorporated as one of many experimental seminars offered annually. Many conversations with faculty and students about what such a seminar should include led to a comprehensive, introductory course, a focus for students

with diverse interests and experience. We decided that we should include an overview of public health and epidemiology, nutrition and nutrition planning, communicable diseases and demography, and cultural variables in health beliefs and behavior. The course would have an applied emphasis, however, and several faculty members who had specialized in various health problems of the Third World volunteered to discuss their individual fields of expertise.

Perhaps the greatest resource of the seminar, however, were the students. Out of the nearly one hundred who wanted to take the course, only sixteen could be accepted for the small seminar, and they themselves were surprised by the range of experience they represented. The more recent class has included several students who have been intensely involved in hunger action activities for more than a year, but both groups' motivations for taking the seminar are similar. Students who have thought about the causes and extent of the hunger, disease and poverty that afflict most Third World populations want a focus for these concerns and a means of integrating their compassion and involvement with facts and theory. And, in some cases, they need practical guidance in how to turn their interests into a vocation.

Katy Sacks feels that her exposure to a new set of health problems in East Africa piqued her interest in public health. She has since worked for Catholic Relief Services as Upper Volta Projects Coordinator and is trying to organize a major around her interests. Todd Sack, on the other hand, started as an anthropology major and, from the study of Mexican folk medicine, is progressing toward a career as a physician. Other students, too, have done fieldwork or worked in health programs with minority groups in the United States. Two students, Diane Dakin and Paul Albritton, had worked with immunization programs in Central America during the summers before taking the seminar and returned to the field with new perspectives and methodological tools. Randy Tiffany, active in hunger action, is devising a special major in Food Resources, using a variety of seminars in nutrition, anthropology and political science to pursue issues of food production, nutrition planning and development.

Michael Bader and Steve Osterman have organized the "Council on Global Affairs" at Yale to "raise political consciousness" about "global issues" (i.e. nuclear arms limitations, population, natural resources, energy, food, racism, public health, and distribution of wealth). Steve, a former intern at the Institute for Society, Ethics and the Life Sciences, wants to continue his investigation of "distributive justice" and was looking for a focus for his concerns in the health field when he elected the seminar. Michael, whose paper on breast feeding and the multinational corporations will be published soon, wants to further explore the relationship between politics and health. Finally, although many of the class have been Americans who have contributed observations based on their work here and abroad, the presence of undergraduates from Third World countries has provided a sense of reality, a source of first-hand options in class discussions.

Now, two years since the inception of the seminar, Yale students' interest in the fields of health and nutrition in the Third World has sustained a nutrition seminar, a course on food in human history and a seminar on photosynthesis and the world food problem. In effect, a new field has been added to the curriculum in the form of experimental, issue-oriented seminars. Experimental in nature, the seminars are intended to be multidisciplinary and distinct from the traditional departmental courses. But they are experimental, too, in that they may be taught only twice. Thus, on the one hand, there is the risk that courses on health and nutrition may never be institutionalized into the undergraduate curriculum. On the other hand, we are thus forced to rethink the issues as external events and our understanding of the process of development change.

# PART II.

## IN THE CLASSROOM:

## COURSE OUTLINES AND SYLLABI

## INTRODUCTION

The course outlines and syllabi here assembled represent a sample of the current, quality teaching on the many aspects of the food/hunger problem. Both innovative and relatively traditional courses are included. While they are not all of the same calibre, each course does have something significant to offer vis-a-vis course ideas. The course outlines and syllabi have been reproduced largely without alteration and are grouped in six broad categories.

Ethical Strategies
- Ethical Strategies for a Global Community (Rosenberg)
- International Development and the World Mission (Freudenberger)
- Social Issues: Food, Hunger, the U.S. and the World (Wang)
- World Hunger (DeTurck and Zurek)

International Agricultural Development
- Economics of World Agriculture (Raup)
- International Agricultural Development (Cramer)
- International Agricultural Development (Foster)
- World Agriculture and Human Welfare (Shabman)

Nutrition
- Food for Thought (Fingers, Gralla & Joseph)
- Food Ways (Singer)
- Nutritional Ecology (Gussow)
- Nutrition of Population Groups (Hueneman)

Overviews
- Food and Hunger Seminar (Thorne & Moyer)
- Graduate Seminar: Food Issues (DeAngelis)
- World Food Situation (Anand & Charle)
- World Hunger: Population and Food Supplies (Moore)

Policy Formation
- Farm and Food Policies (Robinson)
- Food, Famine, and International Law (Bard)
- Policy Task Force: The World Food Crisis (Weiss)
- World Food Resources and Policies (Cottam)

Political Economy
- Approaches to a Political Economy of Food (Taylor)
- Contemporary Economic Problems of an Interdependent World (Leela)
- Diet for a Small Planet (Berardi)

ETHICAL STRATEGIES

# ETHICAL STRATEGIES FOR A GLOBAL COMMUNITY

David Rosenberg
Winter, 1976

Dept. of Political Science
Middlebury College
Middlebury, Vermont

Moderators:

Steven Rockefeller, Department of Religion, Middlebury College
Andy Reding, Woodrow Wilson School, Princeton University
Jean Rosenberg, Department of Economics, University of Vermont

Preface:

"For what is a man profited, if he shall gain the whole world and lose his own soul?"

---Matthew 16:26

Introduction:

"It is now abundantly clear," says Theodore Hesburgh, "that the future welfare of all mankind cannot be secured without an unprecedented degree of global cooperation." Both the rich and the poor countries have come to realize that they are dependent on an international economy to ensure their material well-being, and indeed on a common ecosystem to sustain life itself. For countless millions of Asians, Africans, and Latin Americans, this precarious dependence is a matter of survival, not just well-being.

There is a new term for this understanding of our common dependency: global interdependence. It is a thought and a theme that runs counter to many of the shibboleths of the past--nationalism, ethnocentricism, racism, rugged individualism--and even to the Declaration of Independence, whose 200th anniversary we now celebrate.

The concept of interdependence arose in response to the new and unprecedented explosions of technology, bureaucratic organization, and material production that have burst upon the world in modern times. This global perspective represents a modern Copernican revolution, as it fundamentally alters the way we look at the world. There are, in fact, few serious human prob-

lems we face today whose impact is not global and which, therefore, require global solutions.

Global solutions presuppose a global community, but what is a global community? This is an ancient and enduring question with many conflicting responses. According to ancient Greek thought, all people were united by a universal essence, but only in a small community--the polis--could this essence and unity be realized. Rousseau also contended that a global community could only be realized on the basis of small, self-sufficient communities in which all citizens could meet regularly in a single assembly. Even in today's interdependent world, we can see several attempts to recreate this type of community: Auroville in India, Findhorn in Scotland, and Lindesfarne in the United States.

The opposite vision of a global community is found in the Stoic and Roman idea of the cosmic polis--the cosmopolis-- a universal political order for the universal human community. This idea has been manifested, in varying degrees, in the Roman Empire, the medieval Catholic Church, the Communist Internationale, and the United Nations.

For the past two centuries, however, the basic unit of human identity and loyalty has been the nation-state. Hegel, Marx, Hamilton, and Madison all came to agree that the nation-state provided greater reality and value than smaller or larger communities. The polis was too small to be economically viable, militarily defensible, or culturally diversified, they asserted. The macropolis was too large, too oppressive and too presumptuous an institution to govern the whole globe. "The nation," wrote Hegel, was "the Divine Idea as it exists on earth."

In 1776, Adam Smith wrote an economic prescription for this political ideology, significantly titled An Inquiry into the Wealth of Nations. Combining nationalism with materialism and individual competition, he argued that the pursuit of individual self interest in a competitive market economy would lead to the greatest social good. Contemporary corporate industrial systems have succeeded far beyond Smith's expectations in producing material wealth. However, this type of progress has also brought destruction and disillusionment. Fostered by a new social awareness of the full costs of national industrialization, many people have begun to speculate: What are the physical, social, and moral limits to progress or growth? Is universal prosperity possible, and if so, would it lead to peace? Can material goods provide spiritual value? Are the early industrializing values of individualism, efficiency, materialism, and progress still appropriate in a complex, interdependent, global society? These immediate questions are also the eternal questions: What relationship exists between goods and the good life? Is there any other source of order other than power? How can we find a "wisdom to match our sciences?"

APPROACH:

In this course, we will attempt to understand these questions by examining the general concept of global community at three levels of analysis: the environmental, the social, and the individual. At each level, we will examine the ethical alternatives, or strategies, for a global community. Our approach is as follows:

1. General formulation of the concept of global community:

All societies are inherently hierarchical. All must find a balance between 1) organizational and technological requirements for coordination and control, and 2) individual and social needs for identity and community. The central question is how should human diversity be organized in a global community?

2. Environmental Ethics:

We are told that infinite material growth is impossible in a world of finite resources. But others say that virtually infinite resources may be available, if not yet accessible, in our solar system. How should we regard our natural environment: as a source of infinite material goods or as a system of biophysical equilibrium?

3. Social organization:

In an increasingly interdependent world of finite resources, if some of us consume more, others, of necessity, must consume less. Given the inherent dangers in the growing inequality between the rich nations and the poor nations, should we seek a better global management of national specialization and interdependence or increased national self-sufficiency and independence?

4. Individual identity:

In order to achieve high levels of material production and consumption, industrial societies require an extreme division of labor, highly detailed role requirements and highly predictable standards of behavior from their members. The resulting problems of alienation, anomie, or anxiety have not been cured by affluence, psychotherapy, or soma. In these circumstances, can material goods ever satisfy our spiritual nature? What are the metaphysical alternatives to the materialistic ethic?

READINGS:

The following books are available for purchase in the college bookstore:

1. George Borgstrom, The Food-People Dilemma.
2. Herman E. Daly (ed.), Toward a Steady-State Economy.
3. William I. Thompson, Passage about Earth, Harper & Row.
4. Barry Commoner, The Closing Circle.
5. E.F. Schumacher, Small is Beautiful.
6. Richard Wilkinson, Poverty and Progress.
7. Erich Fromm, Escape from Freedom, Holt Rinehart.

Several other articles have been assigned for reading and placed on reserve in Starr Library. These are indicated by an asterisk (*) on the syllabus.

FORMAT:

Lecture: Every Monday morning. Each lecture will provide a review and analysis of the literature on the four topics described above. The required readings under each topic should be completed before the Monday lecture. The lectures will be followed, after a short break, by small group discussions.

Special Events:

Films, simulations, videotapes, field trips, and guest speakers have been scheduled as noted on the syllabus. Some of these are limited to our course; others are open to all. Be sure to attend all.

Projects:

During the first few days of the course, the class will be divided into groups of approximately three to six students. Each group will be responsible for creating and presenting the results of some project relating to the theme of the course: ethical strategies for a global community. A suggested list of projects is attached. The project may take any form, medium, or content that the group desires; the course instructors will provide advice and resources as is necessary. Wednesday and Thursday mornings have been reserved for project group meetings. Any group can meet during these times, or any other times it determines, on campus or off.

Weekly Review-Discussion-Feedback-Presentation-Critique Sessions:

Every Friday morning. (Note: All sessions of the course will meet in Munroe Lounge at 9:30 a.m. on the dates indicated on the syllabus, unless otherwise noted.)

COURSE REQUIREMENTS:

Attend all class sessions and special events; participate in discussions and group projects; and write a short (5-10 double-spaced typewritten pages) final paper. The final paper can be on any topic you want, as long as it is approved by one of the course staff. Deadlines: Monday, February 2-- Submit a 1-page proposal and outline for staff approval. Monday, February 9--Submit final paper.

SYLLABUS

WEEK 1. INTRODUCTIONS

Readings:

George Borgstrom, The Food-People Dilemma.

---

Wed., January 7, 1:00 -- Introductory Lecture

Thurs., January 8 -- Films and Discussions:

3900 Million + 1: Oxfam, 1974. The film describes the life of one Indian family and its struggle to till the land; discusses the relationship between food production and population in agricultural and urban settings; emphasizes the changing role of women.

Tilt: Canadian Film Board and World Bank, 1972. An animated film describing the distribution of global resources; presents three strategies of how to deal with the problems of maldistribution of resources.

Fri., January 9 -- Starpower: a mass simulation game on human nature, social structure, and the distribution of scarce resources.

Sun., January 11, 11:00 -- Chapel Sermon, Prof. Steven Rockefeller, "A Post-Christmas Meditation on the Birth of Christ." Mead Chapel.

WEEK 2 GENERAL FORMULATIONS OF THE CONCEPT OF GLOBAL COMMUNITY

Readings:

1. Herman E. Daly, "Introduction," Toward a Steady-State Economy.
2. Kenneth E. Boulding, "The Economics of the Coming Spaceship Earth," in Daly (ed.).
*3. Richard A. Falk, "A New Paradigm for International Legal Studies," Yale Law Journal (84:969), 1975.
4. William I. Thompson, Passages about Earth.

Recommended Reading:

*1. James W. Howe and the staff of the Overseas Development Council, The U.S. and World Development: Agenda for Action, 1975. See especially the following articles:

   a. Ali A. Mazrui, "The New Interdependence: From Hierarchy to Symmetry."
   b. Roger D. Hansen, "The Emerging Challenge: Global Distribution of Income and Economic Opportunity."
   c. Lester Brown and Erik Eckholm, "Next Steps Toward Global Food Security."
   d. Mildred Weiss, "Statistical Annexes."

*2. William I. Thompson, At The Edge of History.

*3. Lester Brown, World Without Borders.

---

Mon., January 12 -- Lecture: Ethical Strategies for a Global Community: An Overview

Tues., January 13 -- Field trip to IBM, Essex Junction. Leave: 8:30 a.m. from McCullough Gym. Return: 2:00 p.m.

Wed., January 14
Thurs., January 15 -- Group Project Meetings

Fri., January 16 -- Weekly Review. Presentation of "The Individual and the Collectivity"--a dramatized debate starring: Friedrich Ubermann, a Nazi propagandist; Hajji Abu Bakr Hassan Ibn-Sabah Al-Kajjal, A Pan-Islamic diplomat; K'a Fu-yueh, a Chinese Communist party cadre; and John Cabot Stanton, an American liberal-democrat intellectual.

## WEEK 3. ENVIRONMENTAL ETHICS AND THE GLOBAL COMMUNITY

Readings:

1. Barry Commoner, The Closing Circle.
*2. Barry Commoner, "The Energy Outlook and Global Interdependence."
3. Richard England and Barry Bluestone, "Ecology and Social Conflict," in Daly (ed.).
4. Paul Ehrlich and John Holdren, "Impact of Population Growth," in Daly (ed.).

Recommended Readings:

1. Nicholas Georgesu-Roegen, "The Entropy Law and the Economic Problem," in Daly (ed.).
2. Herman E. Daly, "The Steady-State Economy: Toward a Political Economy of Biophysical Equilibrium and Moral Growth," in Daly (ed.).

---

Mon., January 19 -- Lecture: Development of the Environmentalist Ethic

Tues., January 20 -- Videotape and Discussion with Prof. William Catton on Richard Falk, Windham College Lecture: "Environmental Behavior and Social Institutions."

Wed., January 21
Thurs., January 22 -- Group Project Meetings

Fri., January 23 -- Weekly Review (Group Project presentations to be arranged.)

## WEEK 4. SOCIAL ORGANIZATION AND THE GLOBAL COMMUNITY

Readings:

1. E. F. Schumacher, Small is Beautiful.
*2. Murray Bookchin, "Towards a Liberating Technology," Post-Scarcity Anarchism.
3. Garrett Hardin, "The Tragedy of the Commons," in Daly (ed.).
*4. Robert Heilbroner, "Reflections on the Future of Socialism," Between Capitalism and Socialism.
*5. Robert Heilbroner, "Second Thoughts on the Human Prospect."
*6. William I. Thompson, "Lindesfarne: A Planetary Community," The Futurist, February, 1975.

Recommended Readings:

1. Richard Wilkinson, Poverty and Progress.

*2. Denis Goulet, The Cruel Choice.
3. William Ophuls, "Leviathan or Oblivion?" in Daly (ed.).

---

Mon., January 26 -- Lecture: Social Organization: Interdependence or Self-Sufficiency?

Tues., January 27 -- Discussion of F. F. Schumacher's Middlebury lecture and William Thompson's Cathedral lecture. Note: These are both available on cassette tapes at Sunderland Language Center. Please find the time (about two hours) to listen to both these before the Tuesday morning discussion.

Wed., January 28
Thurs., January 29 -- Group Project Meetings

Thurs., January 29, 7:30 -- Special College Symposium:

"A Dialogue on Ethical Strategies for a Global Community" with Richard A Falk, Alfred G. Milbank Professor of International Law and Practice at Princeton University and member of the World Order Models Project, Institute for World Order, and William I. Thompson, author of Passages About Earth, At the Edge of History, and founder of the Lindesfarne Association.

Fri., January 30 -- Weekly Review.

WEEK 5. INDIVIDUAL IDENTITY AND THE GLOBAL COMMUNITY

Readings:

1. Erich Fromm, Escape from Freedom.
2. Leon Kass, "The New Biology: What Price Relieving Man's Estate?"
*3. John Gurley, "Maoist Economic Development: The New Man in the New China?"
4. John Cobb, "Ecology, Ethics, and Theology," in Daly (ed.).
5. C. S. Lewis, "The Abolition of Man," in Daly (ed.).

Recommended Readings:

*1. Global Justice and Development: Report of the Aspen Interreligious Consultation. (Note: See especially the essay by Denis Goulet, "Ethical Strategies in the Struggle for World Development.")
*2. Christopher Stone, "Should Trees Have Standing?"

---

Mon., February 2 -- Lecture: Human Nature and Social Structure
(One-page, paper topic proposals due)

Tues., February 3
Wed., February 4 -- Weekly Review

Thurs., 7:30 -- Special College Symposium

"Alternatives to the Materialist Ethic" with Steven Rockefeller, Department of Religion; Pardon Tillinghast, Department of History; John Elder, Department of English; Andy Reding, Woodrow Wilson School, Princeton University; Moderator: David Rosenberg, Department of Political Science.

Mon., February 9 -- Final papers due.

## GROUP PROJECTS

The spirit of this part of the course is well described by this passage from Robert Pirsig's Zen and the Art of Motorcycle Maintenance:

> Phaedrus gave an assignment on "What is quality in thought and statement?" In the first class meeting after he gave the assignment, the atmosphere was explosive. Almost everyone seemed as frustrated and angered as he had been by the question.
>
> "How are we supposed to know what quality is?" they said. "You're supposed to tell us!"
>
> Then he told them he couldn't figure it out either and really wanted to know. He had assigned it in the hope that somebody would come up with a good answer.
>
> That ignited it. A roar of indignation shook the room. Before the commotion had settled down another teacher had stuck his head in the door to see what the trouble was.
>
> "That's all right," Phaedrus said, "We just accidentally stumbled over a genuine question, and the shock is hard to recover from." Some students looked curious at this, and the noise simmered down.
>
> He then used the occasion for a short return to his theme of "Corruption and Decay in the Church of Reason." It was a measure of this corruption, he said, that students should be outraged by someone trying to use them to seek the truth, to imitate it. To actually search for it was a damned imposition.
>
> The truth was, he said, that he genuinely did want to

know what they thought, not so that he could put a grade on it, but because he really wanted to know.

They looked puzzled.

"I sat there all night long," one said.
"I was ready to cry, I was so mad," a girl next to the window said.
"You should warn us," a third said.

Be warned.

A Suggested List of Group Projects. (Repeat: SUGGESTED only)

Everybody in the course is expected to take part in a group project of one kind or another. The projects may take virtually any form or may be expressed in any medium that the group decides. Trust your impulses and do something original, creative, relevant to the course theme, and informative for the rest of us. The course staff will be available for questions and resources, but will not initiate or direct these projects; that's your responsibility.

The projects may range from short, written, or oral reports of a weekly discussion group to a single, multi-media presentation. Here are a few suggestions (these are only suggestions) to stimulate your efforts.

Prepare a report, dramatization, role-playing, simulation, skit, reading, exhibit, survey, etc. on any of the following.

1. Calculate how much energy you consume in an average day's activity.

2. List the goods and services which you use in an average day. Of these, how many were not in general use 50 years ago? 100 years ago? How widespread are these goods or services in use in other countries?

3. Take a major consumer or personal item which is commonly used in your everyday life and try to find the following: Where did the raw materials and labor come from to produce this item? How much "value" was added to the item at each step of its manufacture? Compare the lives of those who produce this item with the lives of those who "consume" it.

4. Consult a few dictionaries and encyclopedias and write a short essay on the etymology, the history of meanings, of any of the following words: industry, efficiency, modern, development, progress, etc.

5. Make a collection and present an audio-visual essay on the

motivational content of deodorant advertisements (or automobile advertisements or beer advertisements or anything else of this genre). Note: Jim Dodge, head of audio-visual services in Sunderland will be willing to help all serious investigators on this type of multi-media project.

6. Make a visual presentation or display of current corporate slogans, e.g.:

   Coke: "It's the Real Thing"
   DuPont: "Better Things for Better Living Through Chemistry"
   Buick: "Something to Belive in"
   Texaco: "Working to Keep Your Trust"
   New York Life: "We Guarantee Tomorrow Today"
   Union Carbide: "Today, Something We Do Will Touch Your Life"

7. Do something similar to the above on the theme of the Bicentennial.

8. Do a reading, prose or poetry, relating to the course theme.

9. During the winter term, there is going to be a video series showing of J. Bronowski's The Ascent of Man, which presents the perspective of "scientific humanism" on the global community. Follow the series and share some of its insights with the rest of us.

10. Draft a "Declaration of Interdependence".

11. The Middlebury Co-op has expanded considerably in the past few years and is now experiencing some "growing pains." Write a news story on its origins and development, as a case study of "Small is Beautiful."

12. Internships.

The National Student Association (NSA) in Washington, D.C. is willing to place three to five Middlebury College students in short (one or two week) intern programs. Right now, NSA itself needs help in compiling and completing two of their own surveys: one is on college responses to the world food crisis; the other is on a survey of college dining service practices.

They are also running a "January Program" from January 10 to 16 and have invited us to send a delegate. The theme is "Global Studies in American Colleges."

NSA will also organize short internships with other organizations: Population Institute, Institute for World Order, Bread for the World, UNICEF, Children's Foundation, and others.

The basic purpose of these internships is to give students a quick look at what these organizations are like, with the hope that they will pursue longer internships or post-graduate jobs. See Prof. Rosenberg if you're interested in any of these.

13. There are a lot of things going on in Vermont that are relevant to this course. For example, Enertech, Inc., located over in Norwich, designs and manufactures decentralized energy systems, especially wind-powered generators. They would be delighted to tell you what they're doing. Then, tell the rest of us.

14. What are the prospects for increased energy self-sufficiency (or food self-sufficiency) for Vermont or Northern New England? There has been a lot of talk about this in recent times; what's happening.

15. A lot of colleges have "ecology houses" and other such things, usually organized around residential units. What are the prospects for doing something like that here at Middlebury College?

16. Write the front page of the Middlebury Campus, January 2001 (or any other year you prefer).

17. Analyze the concept of global justice. How has it been defined? What does it imply?

Again, these are only suggestions. Your group should brainstorm your own bright ideas.

# INTERNATIONAL DEVELOPMENT AND THE WORLD MISSION

C. Dean Freudenberger
Fall, 1975
W, 3:20-6:10

Southern California
School of Theology
Claremont, California

## Syllabus

### Purpose of the Course

The overarching purpose of the course is to enable church leaders to become creatively engaged with their parishes in the world mission of the church. This requires:

- new levels of awareness about the major social and environmental problems confronting the community of nations and people at this time.
- searching for Christian theological and ethical perspectives on the meanings and processes of "development."
- articulating appropriate strategies for church participation, locally and internationally, in the struggle for social and economic justice in harmony with the environment.

### The Context of Mission Today

The world community is facing historically unprecedented problems which impede the development of the quality of life for the vast majority of humanity. The process of development is hindered because of new forms of economic organization, international trade, resource use, migration, population growth and political structure. Science and technology has become profit and power oriented, resulting in an impoverished humanity and a threatened biosphere. Hunger and famine is too common an occurrence during the closing decades of the twentieth century. These issues and the nearly paralyzing problems to which they refer have together become the urgent challenge of the church. The identification of the challenge of the development of the quality of human community in its international setting has been seen clearly, particularly since the Church and Society Consultations in Geneva, 1966, the Vatican II Council beginning in 1962, the Sodepax consultation in Beirut, 1968, and the Fourth General Assembly of the World Council of Churches, Uppsala, 1968. The Bangkok Conference of the Commission on

World Mission and Evangelism of 1973 provided further momentum to the church's concern about its global mission in a setting of injustice, environmental abuse, and human need. The seven year ecumenical study: "The Future of Man and Society in a World of Science Based Technology" will contribute to the focus of the meaning of mission at the November-December Fifth Assembly of the World Council of Churches, Nairobi, Kenya.

The School of Theology accepted the Uppsala mandate to bring the challenge of international development studies into the heart and life and sense of responsibility for global ministry at S.T.C. when it adopted as its curricular theme, "Christian Responsibility in a Developing World." Beginning in this semester, we launch into a far-reaching experiment in contextual education, called "Project Burning Bush." This course is one of the four so-called "contextual education courses" offered this semester. This means that with the above issues in focus, the course is planned with focus on the life-setting in which the student expects to serve as a member of his/her profession...the local church. We will take the parish seriously as a part of the class process.

Methodology

The success of the course is dependent largely upon serious student participation. Each person will be responsible for careful background reading of the four tapes:

| | |
|---|---|
| Ward/Dubos: | Only One Earth |
| Myrdal: | The Challenge of World Poverty |
| Elliott: | Patterns of Poverty in the Third World |
| Bieler: | The Politics of Hope |

A careful, in-depth synthesis of these readings should be submitted in the form of a 10 to 15 page paper, due January 28, 1976, which gives focus on the ecojustice problem and options for response. Special class discussion and audiovisual presentation will form a background for this synthesis.

Each student, sharing in partnership with others, will present a written five to six page paper, orally, in class on a major factor affecting the development process: The colonial legacy, neo-colonialism, the establishment of a new international economic order, population growth, militarism, aid, and U.S. Foreign Policy. The factors of hunger, environmental abuse, and ecumenical response will be discussed by Dean Freudenberger and Joe Keys. Everyone is encouraged to use appropriate audiovisual materials in conjunction with presentations. There should be adequate bibliography.

## COURSE SCHEDULE

| Date | Subject | Readings | Special Resources |
|---|---|---|---|
| 10-1 | Introductions, Class Organizations, Definitions | -- | Film: "Tilt" |
| 10-8 | The Starting Point: Environmental Parameters | Ward/Dubos | Tape Recording: Rene Dubos |
| 10-15 | The Colonial Legacy: The Basis of Wealth & Poverty | Myrdal | Report #1 "Red Rivers"--slide projector |
| 10-22 | Neo-Colonialism and the Question of Development | Myrdal | Report #2 - Tape Recordings: Kaunda Speaks |
| 10-29 | The Population Debate | Myrdal | Report #3 - Film |
| 11-5 | Military Priorities and the Development of Peoples | Elliott, Ch. 1,2 | Report #4 - Film Strip Paper by Geo. Johnson |
| 11-12 | The Problem of Hunger | Elliott, Ch. 3,4 | Joe Keys - Film: "Hunger" |
| 11-19 | The Causes of Hunger | Elliott, Ch. 5,6 | Joe Keys - Video "Who Will Survive" |
| 11-26 | Responses to Hunger | Elliott, Ch. 7,8 | Joe Keys - Film Strip "A World Hungry" |
| 12-3 | Towards the Establishment of a New International Economic Order | Elliott, Ch. 9,10 | Report #5 - Jim Howard Reports |
| 12-10 | Aid-trade and the Development Debate | Elliott, Ch. 11,12 | Report #6 - Film: "The Corporation" |
| 12-17 | Foreign Policy and National Purpose | Elliott, Ch. 13,14 | Report #7 |
| 1-7 | Ecumenical Perspectives on the Development Debate | Bieler, Part I & II | Film: "Uppsala Speaks" |

## COURSE SCHEDULE

| Date | Subject | Readings | Special Resources |
|---|---|---|---|
| 1-14 | The World Mission of the Church as Seen from Nairobi | Bieler, Part III & IV | The Nairobi Report: Freudenberger and Arnott |
| 1-21 | Reading Period | | |
| 1-29 | Papers Due!!! | | |

## BIBLIOGRAPHY

Ward/Dubos, Only One Earth, W. W. Norton and Co., New York, 1972.

Myrdal, The Challenge of World Poverty, Pantheon Books, New York, 1970.

Elliott, Patterns of Poverty in the Third World.

Bieler, The Politics of Hope, Eerdmans Publishing Company, 1974.

# SOCIAL ISSUES: FOOD, HUNGER, THE U.S., AND THE WORLD

Bee-Lan Wang
Winter, 1976

Dept. of Sociology
Wheaton College
Wheaton, Illinois

OBJECTIVES:

1. Knowledge of the social and economic background of the present world food crisis.
2. Understanding of international stratification and problems of economic growth.
3. Awareness of the role of the United States and of how our own lifestyles relate to a global issue.
4. Sensitivity to the ethical issues involved and Biblical perspectives regarding Christian responsibility and stewardship.

REQUIRED TEXTS:

Lester R. Brown, BY BREAD ALONE.
Arthur Simon, BREAD FOR THE WORLD.

Recommended: Frances Moore Lappe, DIET FOR A SMALL PLANET.

REQUIREMENTS FOR THE COURSE:

1. Active participation through (a) a project conceived, planned, and executed in a group of two or three; (b) selected readings to be reported to class and compiled into an annotated bibliography; (c) taking one of two positions on "Is there enough food to feed everyone in the world?" in a class debate.
2. Two papers: (a) a 4-page paper proposing one main cause of world hunger with evidence to support argument; and (b) an 8-page paper on any related topic.
3. Two examinations.

| | | |
|---|---|---|
| Week I | Overview of the world food situation--nutrition, malnutrition and starvation. Field trip. | Brown, ch. 1<br>Simon, ch. 1 & 8 |
| Week II | "To Each a Rightful Share" (film). Poor and rich countries.<br>Project ideas due Jan. 14.<br>World Hunger: history and present extent. | Simon, ch. 4<br><br>Simon, ch. 13, 14<br>Brown, ch. 2, 5 |
| Week III | Food production; The Green Revolution "Farming in S. China." (film). "Food or Famine" (film).<br>Project progress reports.<br>Debate assignments. | Simon, ch. 2<br>Brown, ch. 6, 7, 10 |
| Week IV | Debate: Is there enough food for everybody? Papers on main cause of world hunger due (4 pages). Elements of demography. World population estimates and trends. Bible passages assigned. Finilization of projects. | Simon, ch. 3, 7, 12<br>Brown, ch. 3, 12, 13 |
| Week V | Biblical and ethical perspectives: The right to food; lifeboat ethics; triage. Our response as Christians. | Bible passages<br>Garrett Hardin: "Living on a Lifeboat" & "Tragedy of the Commons";<br>S. Escobar, "Social Concern & World Evangelism";<br>M. S. Augsburger, "Revolution and World Evangelism" |
| Week VI | HUNGER Emphasis Week - activities to be assigned. "Potluck Hunger" (film); "5 Minutes to Midnight" (film). Project execution.<br>Energy and food. | <br><br><br>Brown, ch. 8, 9 |
| (Feb.16 - holiday) | | |
| Week VII | U.S.<br><br>The American Diet<br>"Fast, Drink and be Wary" (film). | Frances M. Lappe, Diet for a Small Planet, A-D, J<br>Brown, ch. 14 |
| Week VIII | The food business. Advertising, and the American way of life, U.S. food and farm policy: guest lecture by | Simon, ch. 4<br>Brown, ch. 10<br>Lappe, section K |

| | | |
|---|---|---|
| Week VIII (Cont.) | Norm Ewert. Project presentations. Revised paper on main cause of world hunger due (8 pages). | |
| Week IX | Economic development and growth. Problems of poor countries. Problems of rich countries. Models of development. | Simon, ch. 5, 6<br>Brown, ch. 15<br>Brewster & Wharton Articles in Southworth & Johnston, eds. Agricultural Development & Agricultural Growth |
| Week X | International economics, foreign aid. The American response. Global measures. "Tilt" (film). | Simon, ch. 9, 10, 11<br>Brown, ch. 16, 17 |
| Week XI | Written project reports due. Examination. | Simon, ch. 9, 10, 11<br>Brown, ch. 16, 17 |

# WORLD HUNGER

John DeTurck
Suzanne Toton Zurek
Spring, 1976

Dept. of Religion
Cabrini College
Radnor, Pennsylvania

PROJECTED PLAN OF STUDY:

January 21 - Introduction (Film: Tilt).

January 28 - What constitutes an adequate diet?

February 4 - What are the effects of an inadequate diet? A look at the U.S. diet. (Film: Eat, Drink, and Be Wary). Corporate control of the food industry. (Speaker: Representative from Agway). By Bread Alone, chs. 1, 2, 3. Diet for A Small Planet, pp. 3-23, pp. 40-43.

February 11 - Who are the hungry in the U.S.? (Film: Hunger in America). Why are they hungry? Hunger, U.S.A.

February 18 - A look at the U.S. Food Stamp Program. (Speaker: Representative from Archdiocesan Nutritional Development Services). Hunger, U.S.A.

February 25 - Who are the hungry in the Third World? (Film: Faces of My Brother). Bread for the World, chs. 1, 4, 6; By Bread Alone, pp. 58-64. The natural causes of hunger. Cruel Choice, preface, chs. 1 & 2.

March 3 - The natural causes of hunger and remedies. By Bread Alone, chs. 4, 6 & pp. 67-69; Bread for the World, chs. 2, 3, 7, 9, 10, 11, 13 & pp. 226-230.

March 10 - The political, economic, and corporate causes of hunger. (Film: World Food: International Trade Barriers); World Justice & Peace. Coffee: Rules of the Game, Diet for a Small Planet, pp. 23-30; Bread for the World, chs. 6, 7, 9, 10.

March 17 - The political, economic, and corporate causes of hunger. (Film: World Food: Politics of Hunger). Remedies. Barnet & Muller article, (excerpted from Global Reach); Bread for the World, chs. 10, 11, 12; Cruel Choice, pp. 66-73; By Bread Alone, ch. 5, pp. 64-67, 69-72.

March 24 - The morality of hunger (March 29 - Bishop Gumbleton, Villanova University); Triage article, N.Y. Times;

Bread for the World, pp. 35 & 36; Cruel Choice, pp. 85-89, chs. 6, 11, 12 & pp. 326-330.

March 31 - The morality of hunger. (Film: Bread for the World).

April 7 - The morality of hunger, discussion of the above morality readings.

April 21 - Alternative diets and lifestyles (Visit to Rodale Farms).

April 28 - Alternative diets and lifestyles (Film: Food: Simplification of Life Style).

REQUIRED READINGS:

Brown, Lester R. By Bread Alone. New York: Praeger Publishers, 1974.

Citizens' Board of Inquiry. Hunger U.S.A. Boston: Beacon, 1968.

Goulet, Denis. The Cruel Choice. New York: Atheneum, 1973.

Lappe, Frances Moore. Diet for a Small Planet. New York: Ballantine, 1975.

Paul VI, Pope. Development of Peoples. Paramus: Paulist, 1967.

Simon, Arthur. Bread for the World. Paramus: Paulist, 1975.

Toland, Eugene, Thomas Fenton, and Lawrence McCulloch. World Justice and Peace: A Radical Analysis for American Christians. Maryknoll.

COURSE REQUIREMENTS

- attendance and participation
- one exam after each section (Nutrition, Hunger in the U.S.A., Hunger in the Third World, Morality, Alternatives)
- student project in lieu of final examination
- participation in all class activities (Bishop Gumbleton, Villanova; Rodale Farms and others)
- clipping file.

## SUGGESTED READINGS


NUTRITION

Desrosier, Norman W. Attack on Starvation. Westport: Avi Publishing Co., 1961.

Hall, Ross Hume. Food for Nought.

HUNGER IN THE U.S.

Kotz, Nick. Let Them Eat Promises.

Mayer, Jean. U.S. Nutrition Policies in the Seventies.

HUNGER IN THE THIRD WORLD

Berg, Alan. The Nutrition Factor.

Borgstrom, Georg. The Food and People Dilemma.

Borgstrom, Georg. The Hungry Planet. New York: Macmillan, 1972.

Brown, Lester R. Seeds of Change. New York: Praeger, 1970.

Brown, Lester R. and Eric Eckholm. By Bread Alone.

Callahan, Daniel, ed. The American Population Debate. Garden City: Doubleday, 1971.

Commoner, Barry. The Closing Circle.

Erlich, Paul R. The Population Bomb. New York: Ballantine, 1968.

Gheddo, Piero. Why is the Third World Poor?

Meadows, Donella, Dennis L. Meadows, Jorgen Randers, William W. Behrens III. The Limits to Growth.

Paddock, William and Paul Paddock. Famine 1975!

Spivey, J. Carlisle. World Food Supply.

Transnational Institute. World Hunger: Causes & Remedies.

AID, TRADE, AND INVESTMENT

Barraclough, Geoffrey. "The Great World Crisis." The New York Review of Books, January 26, 1975.

Gallis, Marion. Trade for Justice. Geneva: World Council of Churches, 1972.

Goulet, Denis and Michael Hudson. The Myth of Aid.

Hayter, Teresa. Aid as Imperialism.

Morgan, Dan. "The Food Aid Business." The Washington Post, March 9-14, 1975.

Simon, Paul and Arthur Simon, The Politics of World Hunger. New York: Harper Magazine Press, 1973.

Sorenson, Vernon L. and Larry G. Hamm, "Food and Food Policy in the Industrial Nations." Current History, June, 1975.

ETHICS

Bonino, Jose Migues. Doing Theology in a Revolutionary Situation. Philadelphia: Fortress, 1975.

Goulet, Denis. The Cruel Choice. New York: Atheneum, 1973.

Goulet, Denis. Is Gradualism Dead? New York: Council on Religion & International Affairs, 1970.

Goulet, Denis. "World Hunger: Putting Development Ethics to the Test." Christianity and Crisis. May 26, 1975.

Gutierrez, Gustavo. A Theology of Liberation. Maryknoll: Orbis, 1973.

Metz, Johannes B., ed. Faith and the World of Politics. New York, 1968.

Simon, Arthur. Bread for the World.

AGRIBUSINESS

Agribusiness Accountability Project. Business as Usual: Corporate Influence in Food Policy. Washington, D.C.: Agribusiness Accountability Project, 1973.

Barnet, Richard J. and Ronald E. Muller. Global Reach.

Butz, Earl. " A Realistic Look at Food Reserves." Vital Speeches, January 15, 1974.

DeMarco, Susan and Schler, Susan. The Fields Have Turned Brown.

Hamilton, Martha M. The Great American Grain Robbery and Other Stories.

Hightower, Jim. Eat Your Heart Out: How Food Profiteers Victimize the Consumer.

Hightower, Jim. Food. Farmers. Corporations. Earl Butz...and You. Washington, D.C.: Agribusiness Accountability Project, 1973.

Hightower, Jim. Hard Tomatoes Hard Times.

Lerza, Catherine and Michael Jacobsen, Food for People Not for Profit.

Robbins, William. The American Food Scandal.

# INTERNATIONAL AGRICULTURAL DEVELOPMENT

# ECONOMICS OF WORLD AGRICULTURE

Philip M. Raup
Spring, 1976

Dept. of Agriculture and
Applied Economics
University of Minnesota
Minneapolis, Minnesota

Course Description
Distribution, quality, and utilization of world agricultural resources; comparative agricultural organization and structure; impact of trade on location of agricultural activity; international agricultural policy conflicts.

Course Objectives:
To acquire understanding of the diversity and potentials in world agricultural development, including population patterns, consumption habits, and cultural traditions; physical distribution of agricultural resources; techniques and problems of production and marketing; land use, land tenure and land reform problems; the role of agriculture in economic development; contribution of trade to international agricultural specialization; interrelationships between industry and agriculture in the development process; and agropolitical issues in international relations.

Course Outline

1. World population distribution, growth patterns, and trends.
2. Origins and evolution of agriculture.
3. Agricultural production potentials; problems of supply.
4. Food and fiber; problems of demand.
5. Agrarian structure in developed countries: European and peasant type farming.
6. Agrarian structure in developing countries: Africa.
7. Agrarian structure in developing countries: Asia, the Far East.
8. Agrarian structure in developing countries: Latin America.
9. Agricultural trade and development: concepts, principles.
10. Trade, development, and the allocation of benefits.
11. Agriculture's role and potential in development processes.
12. Agricultural development concepts, strategies and prescriptions.
13. The need for reforms in institutional structures.
14. Potentials and limitations of the small farm sector.
15. Communal and collective approaches to agricultural development.
16. A return to basics: Agropolitics and the food-population dilemma.

Course Assignments and Evaluation Procedures:
There is no designated text. Assignments are to readings in a variety of technical and professional journals, approximately half of which are on reserve in the St. Paul Campus library and half are included in materials distributed in class. The class meets twice weekly, for one and one-half periods. Each student is asked to write a term report in lieu of a midquarter exam. Term reports are frequently developed as qualifying papers for candidates for a Master's degree under Plan B. The final exam (two hours) uses essay-type questions. The term report will be weighted approximately 40 percent, the final exam 60 percent, in determining the course grade. Past examinations are on file in the St. Paul Campus Library.

Term Paper:

The term paper should deal with some problem situation in world agricultural development, involving a country not your own, on a topic to be selected by the student in consultation with the instructor. The paper should include a bibilography of works consulted, be properly documented, double spaced, and typewritten. The paper will be retained for departmental files. Students are invited to consult the file of reports from previous years for topic suggestions.

Maps and Atlases:

Access to good maps or to a good atlas is indispensable. Goode's World Atlas is an inexpensive and useful reference work for those who wish to buy their own. The following atlases are recommended and available at the circulation desk of the St. Paul Campus Library: The London Times Atlas of the World, (5 volumes); Wm. Van Royan, The Agricultural Resources of the World; Container Corp. of America, World Geographic Atlas; Oxford American World Atlas; Bartholomew's World Atlas; Rand-McNally Cosmopolitan World Atlas.

Units of Measurements:

Most of the data on world agriculture are reported in the metric system. In addition, unique national or local systems of measurement prevail in many countries. A good reference for identification or conversion of these measurements, country by country, is FAO-UN, World Weights and Measures, Handbook for Statisticians, (New York, United Nations, Statistical Papers: Series M. No. 21, May 1955). Another useful handbook is The Economist Guide to Weights and Measures, London, Second Edition, 1965.

## READING ASSIGNMENTS

### LECTURE TOPICS AND REFFRENCFS

1. World population distribution, growth patterns, and trends.

Core Readings

1.1 Garrett Hardin, "The Tragedy of the Commons," Science, 13 December 1968, and Beryl L. Crowe, "The Tragedy of the Commons Revisited", Science, 28 November 1969, (copies distributed in class).

1.2 Alice Taylor Day and Lincoln H. Day, "Cross-National Comparisons of Population Density," Science, Vol. 181, No. 4104, 14 September 1973, pp. 1016-1203 (on reserve).

1.3 Arthur McCormack, "Population and Development at Bucharest and After", International Development Review, 1975/3, pp. 14-19 (on reserve).

2. Origins and evolution of agriculture.

Core Readings

2.1 David R. Harris, "New Light on Plant Domestication and the Origins of Agriculture: A Review," Geographical Review, January 1967, pp. 90-107 (on reserve).

2.2 Curwen and Hatt, Plough and Pasture, 1953, pp. 3-48, 151-211; 282-308 (on reserve). Also available in paperback, Collier Books No. A596.

2.3 Jack R. Harlan, "Agricultural Origins: Centers and Non-Centers," Science, Vol. 174, 29 October 1971, pp. 468-474 (distributed in class).

Supplemental Readings

2.4 International Symposium on Man's Role in Changing the Face of the Earth (1956), pp. 115-129, "Fire as the First Great Force Employed by Man"; pp. 134-47,"Early Food-Producing Populations"; pp. 152-62, "The Hydraulic Civilizations" (on reserve).

2.5 P.D.C. Davis and A.A. Dent, Animals That Changed the World, London Phoenix House, 1966 (on reserve). This is a condensation of a modern classic, F.E. Zeuner, History of Domesticated Animals.

2.6 Peter J. Ucko and G.W. Dimbleby, eds., The Domestication and Exploitation of Plants and Animals, Chicago, Aldine, 1969.

3. Agricultural Production Potentials: Problems of Supply.

Core Readings

3.1 S. H. Wittwer, "Maximum Production Capacity of Food Crops", BioScience, Vol. 24, No. 4, April 1974, pp. 216-224 (distributed in class).

3.2 G. M. Woodwell, "Success, Succession, and Adam Smith", BioScience, Vol. 24, No. 2, February 1974, pp. 81-87 (on reserve).

3.3 David Pimentel, William Dritschilo, John Krummel and John Kutzman, "Energy and Land Constraints in Food Protein Production", Science, Vol. 190, No. 4216, November 21, 1975, pp. 754-761 (distributed in class).

3.4 Jen-Hu Chang, "Potential Photosynthesis and Corp Productivity", Annals of the Association of American Geographers, Vol. 60, No. 1, March 1970, pp. 92-101 (on reserve).

3.5 Yujiro Hayami, "Elements of Induced Innovation: A Historical Perspective for the Green Revolution", University of Minnesota, Economic Development Center, UMEDC 71-1, 1971 (distributed in class).

4. Barriers to Output Expansion; Problems of Demand

Core Readings

4.1 J. George Harrar, "Nutrition and Numbers in the Third World", W. O. Atwater Memorial Lecture, AAAS, San Francisco, California, February 28, 1974 (distributed in class).

4.2 Robert D. Stevens, "Rates of Growth in Food Requirements During Economic Development", Journal of Farm Economics, Vol. 47, No. 5, December 1965, pp. 1208-1212 (distributed in class).

4.3 FAO, "The Impact of Urbanization on Food Demand", Monthly Bulletin of Agricultural Economics and Statistics, Vol. 22, No. 9, September 1973, pp. 1-16 (on reserve).

4.4 FAO, "Population, Food Supply and Agricultural Development", Monthly Bulletin of Agricultural Economics and Statistics, Vol. 23, No. 9, September 1974, pp. 1-13 (on reserve).

4.5 Abdullah A. Saleh, "Disincentives to Agricultural Production in Developing Countries: A Policy Survey", Foreign Agriculture, Supplement, March 1975 (distributed in class).

5. Structural Transformation in Developed Countries: Peasant-type Farming

Core Readings

5.1 S. H. Franklin, The European Peasantry: The Final Phase, London, Methuen, 1969, pp. 1-20, "Peasants: Concept and Context" (distributed in class).

5.2 Henri Mendras, "An Analytical Framework for the Peasantry of Western Europe", Peasant Studies Newsletter, Vol. 1, No. 4, October 1972, pp. 139-144 (distributed in class).

5.3 James R. Miller, "A Reformulation of A. V. Chayanov's Theory of the Peasant Economy", Economic Development and Cultural Change, Vol. 18, No. 2, January 1970 (distributed in class).

Supplemental Readings

5.4 P. M. Raup, "Constraints and Potentials in Agriculture", Chap. 5 in R. Beck, et. al., The Changing Structure of Europe, University of Minnesota Press, 1970, pp. 126-170 (on reserve).

5.5 Henri Mandras, The Vanishing Peasant: Innovation and Change in French Agriculture, M.I.T. Press, 1970 (on reserve).

5.6 Daniel Thorner, Basile Kerblay, and R.E.F. Smith, eds. A. V. Chayanov on the Theory of Peasant Economy, Richard D. Irwin, 1966 (on reserve).

5.7 OECD, Capital and Finance in Agriculture, Vol. I, General Report; Vol. II, Country Studies, Paris 1970.

5.8 Michael Butterwick and E. N. Rolfe, Food, Farming and the Common Market, London, 1968, esp. Part II, "Farm Production in the United Kingdom and the European Economic Community", (on reserve).

5.9 John Ashton and S. J. Rogers, Economic Change and Agriculture, London, Oliver and Boyd, 1967, refers primarily to the United Kingdom.

5.10 Doreen Warriner, Economics of Peasant Farming, London, Oxford University Press, 1939, especially pp. 97-139, also, 2nd ed. London, 1964. Old but a classic (on reserve). Supplemented by Doreen Warriner, "Changes in European Peasant Farming", International Labour Review, November 1957, pp. 446-466 (photocopies on reserve).

6. Structural Transformation in Developing Countries: Africa

Core Readings

6.1 C. J. Doyle, "Productivity, Technical Change, and the Peasant Producer: A Profile of the African Cultivator", Food Research Institute Studies, Vol. XIII, No. 1, 1974, pp. 61-76 (on reserve).

6.2 Victor D. DuBois, American Universities Field Staff Reports, "The Drought in West Africa", Vol. XV, Nos. 1, 2, 3, and "The Drought in Niger", Vol. XV, No. 4, 1974, (on reserve).

6.3 Marvin P. Miracle and Bruce Fetter, "Backward-sloping Labor Supply Functions and African Economic Behavior", Economic Development and Cultural Change, Vol. 18, No. 2, January 1970, pp. 240-251 (on reserve).

6.4 Helmuth Heisler, "Two Causal Models of African Economic Conduct: A Comment", and Marvin P. Miracle and Bruce Fetter, "A Reply," Economic Development and Cultural Change, Vol. 21, No. 1, October 1972, pp. 161-173 (on reserve).

6.5 Marvin P. Miracle, "Agricultural Economics in Africa: Trends in Theory and Method", Canadian Journal of African Studies, Winter 1969, pp. 141-151 (distributed in class).

6.6 Samuel Pohoryles and Arieh Szeskin, "Land Tenure and Economic Growth in Africa", Land Reform, Land Settlement and Cooperatives, 1975, No. 1, UN-FAO, Rome, pp. 38-53 (on reserve).

6.7 Walter Goldschmidt, "A National Livestock Bank: An Institutional Device for Rationalizing the Economy of Tribal Pastoralists", International Development Review, 1975/2, pp. 2-6 (distributed in class).

Supplemental Readings

6.8 Arthur Gaitskell, Gezira, A Story of Development in the Sudan, London, 1959, especially pp. 275-338 (on reserve).

6.9 William O. Jones, Manioc in Africa, Stanford University Press, 1959, Chapters 2-4, 10 (on reserve).

7. Structural Transformation in Developing Countries: Asia and the Far East.

Core Readings

7.1 Clifton R. Wharton, Jr., "Strategies for Rural Development: Selected Propositions on the Planning and Execution of Agricultural Development in Southeast Asia," New York, Agricultural Development Council, April 1, 1966 (distributed in class).

7.2 Vernon W. Ruttan, "Agricultural Product and Factor Markets in Southeast Asia", Economic Development and Cultural Change, Vol. 17, No. 4, July 1969, pp. 501-519 (distributed in class).

7.3 Yujiro Hayami and V.W. Ruttan, "Korean Rice, Taiwan Rice, and Japanese Agricultural Stagnation: An Economic Consequence of Colonialism", Quarterly Journal of Economics, November 1970 (distributed in class).

7.4 Dana G. Dalrymple, Survey of Multiple Cropping in Less Developed Nations, USDA-ERS, Foreign Agricultural Economic Report No. 91, October 1971, especially pp. 1-8, 37-59, 98-105 (on reserve).

Supplemental Readings

7.5 V.D. Wickizer, "The Smallholder in Tropical Export-Crop Production", Food Research Institute Studies, Vol. 1, No. 1, February 1960, pp. 49-99 (on reserve).

7.6 C.R. Wharton Jr., "Marketing, Merchandising and Moneylending: A Note on Middleman Monopsony in Malaya", The Malayan Economic Review, Vol. VII, No. 2, October 1962, pp. 24-44 (on reserve).

7.7 Frederick W. Crook and Linda A. Bernstein, Agriculture in the United States and The People's Republic of China, 1967-71, USDA-ERS, Foreign Agricultural Economic Report No. 94, February 1974 (on reserve).

7.8 E. H. Jacoby, Agrarian Unrest in Southeast Asia, 2nd ed., 1961, pp. 1-51. Country surveys include Indonesia, Burma, Malaya, Indo-China, Philippines, Thailand (on reserve).

8. Agricultural Structures, Problems, and Potentials: Latin America

Core Readings

8.1 The Latin American Farmer, John A. Hopkins, U.S. Dept. of Agriculture, Economic Research Service, ERS-Foreign No. 257, August 1969 (distributed in class).

8.2 Gerrit Huizer, The Revolutionary Potential of Peasants in Latin America, D.C. Heath, 1972, especially pp. 1-19 and 49-69 (on reserve).

8.3 Peter P. Lord, "Review Article: Latin American Peasant Movements", Economic Development and Cultural Change, Vol. 20, No. 4, July 1972, pp. 743-749 (distributed in class).

8.4 D. Christodoulou, R. Sandoval, "The Role of Peasants' and Workers' Associations in Agrarian Reform", Land Reform, Land Settlement and Cooperatives, 1973, No. 2 pp. 48-54, FAO, Rome (distributed in class).

8.5 Daniel H. Janzen, "Tropical Agroecosystems", Science, Vol. 182, No. 4118, 21 December 1973, pp. 1212-1219 (distributed in class).

Supplemental Readings

8.6 George Beckford, Persistent Poverty, New York, Oxford University Press, 1972, especially pp. 30-83 (on reserve).

8.7 Solon Barraclough and Arthur Domike,"Agrarian Structure in Seven Latin American Countries", Land Economics, November 1966 (on reserve).

8.8. Albert O. Hirschman, Journeys Toward Progress, New York, The Twentieth Century Fund, 1963.

8.9 John Gerassi, The Great Fear, The Reconquest of Latin America by Latin Americans, New York, Macmillan, 1963.

9. Agricultural Trade and Development: Concepts, Principles, and Terminology.

Core Readings

9.1 Francis Cassell, International Adjustment and the Dollar.

9.2 M. C. Kemp, "Terms of Trade", International Encyclopedia of the Social Sciences, 1968, Vol. 8, pp. 105-108 (distributed in class).

9.3 "World Trade in Food", Excerpt from The World Food Conference. Selected materials for the use of the U.S. Congressional Delegation to the World Food Conference, Rome, Italy, No. 5-16, 1974, Committee on Agriculture and Forestry, U.S. Senate, October 30, 1974, pp. 33-35 (distributed in class).

9.4 "The Terms of Trade", excerpt from C.P. Kindleberger, The Terms of Trade, A European Case Study, 1956 (distributed in class).

9.5 Erkki Laato, "Terms of Trade and Economic Growth," Unitas, quarterly bulletin of the Pohjoismaiden Yhdyspankki Oy., Helsinki, Finland, Vol. XXXI, No. 4, 1959 (distributed in class).

Supplemental Readings

9.6 H. Robert Heller, International Trade, Theory and Empirical Evidence, 2nd ed., Prentice-Hall, 1973, especially appendix "The Terms of Trade".

9.7 S.A. Ozga, The Rate of Exchange and the Terms of Trade, Chicago, Aldine Publishing Co., 1967.

9.8 Enrique Lerdau, "Some Notes on the Terms of Trade and Economic Development", Quarterly Journal of Economics, August 1962, pp. 464-490 (Excerpt from p. 467 distributed in class).

9.9 Jacob Viner, Studies in the Theory of International Trade, 1937, pp. 437-526 (The Doctrine of Comparative Costs); pp. 527-593 (The Maximization of Real Income).

9.10 Roy Harrod and Douglas Hague, eds., International Trade Theory in a Developing World, proceedings of a conference held by the International Economic Association, London, Macmillan, 1963.

9.11 USDA, Terms Used in International Agricultural Trade, FAS-M-152, October 1963 (on reserve).

10. Trade, Development, and the Allocation of Benefits

Core Readings

10.1 Arthur B. Mackie, Patterns of World Agricultural Trade, USDA-ERS, June 1, 1971 (distributed in class).

10.2 Robert S. McNamara, "Address to the Board of Governors", (IBRD Lending Policies for 1974-78), World Bank Group, Nairobi, Kenya, Sept. 24, 1973 (distributed in class).

10.3 Ernest Stern and Wouter Tims, "The Relative Bargaining Strengths of the Developing Countries", Am. Journal of Agr. Economics, Vol. 57, No. 2, May 1975 (distributed in class).

10.4 "Non-trade Barriers", The Economist, July 29, 1972, p. 70 (distributed in class).

10.5 "Trends in World Export Prices and Earnings", excerpt from Agricultural Exports from Temperate and Tropical Zones, USDA, Foreign Agr. Ec. Report 29, March 1966 (distributed in class).

10.6 William Tomek, "Who Benefits from Commodity Stabilization Programs?", Notes on Talk at University of Minnesota, 5 March 1970 (distributed in class).

10.7 "Interrelations Among Size of Country, Trade Flow, and Incentives to Control Inflation", excerpt from The Economist, July 21, 1973, p. 66 (distributed in class).

10.8 Edward R. Fried, "International Trade in Raw Materials: Myths and Realities", Science, Vol. 191, No. 4228, 20 Feb. 1976 (distributed in class).

10.9 David Wall, "After UNCTAD II", excerpt from Economic Development and Structural Change, I. G. Stewart, ed., Edinburgh, The University Press, 1969, pp. 181-184 (distributed in class).

10.10 "Whatever Happened to the Commodity Room?" The Economist, June 14, 1975, pp. 48-49 (distributed in class).

10.11 Jerome Jacobson, "Difficulties in Framing Effective Commodity Agreements", International Development Review, June 1968, pp. 10-15 (distributed in class).

10.12 Marian Radetzki, "International Commodity Agreements and National Benefit", International Development Review, Vol. XVI, No. 1, 1974, pp. 15-21 (distributed in class).

11. Agriculture's Role and Potential in the Development Process

Core Readings

11.1 D. S. Thornton, "Agriculture in Economic Development", Journal of Agricultural Economics, Vol. 24, No. 2, 1973 (distributed in class as LTC Reprint No. 124, Land Tenure Center, University of Wisconsin, Madison).

11.2 Wyn F. Owen, "The Double Development Squeeze on Agriculture", American Economic Review, Vol. LVI, No. 1, March 1966, pp. 43-70 (distributed in class).

11.3 Wyn F. Owen, "Two Rural Sectors: Their Characteristics and Roles in the Development Process", from Rural Politics and Social Change in the Middle East, R. Antoun and I. Harik, eds., Indiana Univ. Press 1972 (distributed in class as LTC Reprint No. 118).

Supplemental Readings

11.4 William H. Nicholls, "An Agricultural Surplus as a Factor in Economic Development", Journal of Political Economy, Vol. LXXI, No. 1, February 1963, pp. 1-29 (one of the earliest systematic statements of the role of agriculture in development).

11.5 David Wall, ed., Chicago Essays in Economic Development, Univ. of Chicago Press 1972, especially chapter by Bert Hoselitz, "Agriculture in Industrial Development".

12. Agricultural Development Concepts and Strategies

Core Readings

12.1 Vernon W. Ruttan and Yujiro Hayami, "Strategies for Agricultural Development", Food Research Institute Studies, Vol. XI, No. 2, 1972 (distributed in class).

12.2 Vernon W. Ruttan, "Technology Transfer, Institutional Transfer, and Induced Technical and Institutional Change in Agricultural Development", Staff Paper P73-16, Dept. of Agricultural and Applied Economics, Univ. of Minnesota, June 1973 (distributed in class).

12.3 G. F. Donaldson and J.P. McInerney, "Changing Machinery Technology and Agricultural Adjustment", American Journal of Agr. Economics, Vol. 55, No. 5, Dec. 1973, pp. 829-839 (on reserve).

12.4 K.C. Abercrombie, "Agricultural Mechanization and Employment in Developing Countries", Monthly Bulletin of Agricultural Economics and Statistics, FAO, Vol. 24, No. 5, May 1975 (distributed in class).

12.5 A. O. Hirschman, "The Changing Tolerance for Income Inequality in the Course of Economic Development", Quarterly Journal of Economics, Vol. LXXXVII, No. 4, Nov. 1973, pp. 544-566 (on reserve).

## 13. The Need for Reforms in Institutional Structures

### Core Readings

13.1 Philip M. Raup, "The Contribution of Land Reforms to Agricultural Development: An Analytical Framework", Economic Development and Cultural Change, Vol. XII, No. 1, October 1961, pp. 1-21 (distributed in class with a foreward on "Problems and Policies of Development", from Norman T. Uphoff and Warren F. Ilchman, eds., The Political Economy of Development, Univ. of Calif. Press, 1972).

13.2 Philip M. Raep, "Land Reform Issues in Development", Staff Paper P75-27, November 1975, Dept. of Agr. and Applies Economics, Univ. of Minnesota (distributed in class).

13.3 William C. Thiesenhusen, "What Changing Technology Implies for Agrarian Reform", Land Economics, Vol. 50, No. 1, Feb. 1974 (distributed in class as LTC Reprint No. 116).

13.4 M. G. Fenn, "The Entrepreneur in Agricultural Marketing Development", FAO, Monthly Bulletin of Agricultural Economics and Statistics, Vol. 21, No. 7/8, July-August 1972, pp. 1-8 (distributed in class).

13.5 Agricultural Development Council, "Marketing Institutions and Services for Developing Agriculture", Report of an ADC/PTN Seminar, July 1975 (distributed in class).

### Supplemental Readings

13.6 Philip M. Raup, "Land Reform and Agricultural Development", Chapter 8 in Agricultural Development and Economic Growth, H.M. Southworth and B.F. Johnston, eds., pp. 267-326 (on reserve).

13.7 J. C. Abbott, "The Development of Marketing Institutions", Chapter 10 in Agricultural Development and Economic Growth, H. M. Southworth and B. F. Johnston, eds., pp. 364-402 (on reserve).

13.8 Peter Dorner, Land Reform and Economic Development.

13.9 Doreen Warriner, Land Reform in Principle and Practice, Oxford University Press, 1969, especially Chapters I-III, pp. 3-73 (on reserve).

14. Potentials and Limitations of the Small Farm Sector

Core Readings

14.1 Dale W. Adams and E. Walter Coward, Jr., Small Farmer Development Strategies, A Seminar Report, Agricultural Development Council, July 1972 (on reserve).

14.2 Don Kauel, "Creating Opportunities for Small Farmers: The Role of Land Tenure and Service Institutions", Land Tenure Center, Univ. of Wisconsin, LTC No. 92, August 1973 (distributed in class).

14.3 Edgar Owens, "Two Acre Farmers and the World Food Problem", Prepared Statement, Hearings, U.S. Policy and World Food Needs, Committee on Foreign Affairs, U.S. House of Representatives, Washington, 1974 (distributed in class).

15. Communal and Collective Approaches to Agricultural Development

Core Readings

15.1 Boguslaw Galeski, "The Models of Collective Farming", paper presented at Group Farming Conference, Univ. of Wisconsin, Madison, June 10-12, 1975 (distributed in class).

15.2 Doreen Warriner, "Some Lessons from East European Experience for Developing Countries", Excerpt from "Introduction", Economics of Peasant Farming, 2nd Edition, London, 1964, (distributed in class).

15.3 Folke Dovring, "Soviet Farm Mechanization in Perspective", Slavic Review, Vol. XXV, No. 2, June 1966, pp. 287-302 (distributed in class).

15.4 Philip M. Raup, "Policy Objectives and Management Goals in Soviet Agriculture", Symposium on Farm Policy Goals and Research Needs, Chicago, March 10-11, 1969 (distributed in class).

15.5 Boguslaw Galeski, "Collective Farms: Their Origins and Future", University of Wisconsin, LTC Newsletter, No. 35, Dec.-March 1971-72 (distributed in class).

16. A Return to Basics: The Food and Population Dilemma

16.1 Grant Cottam, "The World Food Conference: Population Growth and the Earth's Food Problem", American Universities Field Staff Report, West Europe Series, Vol. IX, No. 5, December 1974 (distributed in class).

16.2 Garrett Hardin, "Living on a Lifeboat", Bio Science, Vol. 24, No. 10, October 1974 (distributed in class).

# INTERNATIONAL AGRICULTURAL DEVELOPMENT

Charles L. Cramer
Winter, 1976

Dept. of Agricultural Economics
University of Missouri (UMC)
Columbia, Missouri

Topic: Traditional Agriculture and the World Food Problem (Week of Jan. 12).

Objective: To gain an understanding of 1) the nature of traditional agriculture and 2) the magnitude of the world food problem.

Questions for Thought:

1. Why does Scott conclude that millions will starve?
2. What characteristics do the countries studied by Scott have in common?
3. What implications do you see for U.S. agriculture in Scott's conclusions?
4. How has weather affected crop production in the 1970's as compared with the last two decades and as compared with the last century?
5. Is it necessary and/or wise to change traditions in developing countries?
6. If recent trends concerning food and populations are projected into the future, what do they show?
7. Why have birth and death rates acted as they have in the post World War II period?
8. What hard choices do we in the U.S. face in trying to deal with the world food problem?
9. How does Warley characterize the international economic environment?
10. What are the reasons for low productivity, limited markets and institutions--practices that insure against loss of income in developing countries?

References:

1. Scott, John, "Millions Will Starve," televised lecture, UMC.
2. Blase, Melvin, et. al., "Crisis? Our World's Food," television series, UMC.
3. Johnston, Bruce and Peter Kilby, Agriculture and Structural Transformation.

4. Warley, T.K., "The National and International Dimensions of a Farm and Food Policy" (mimeo) UMC.

Topic: Changing Structures (week of Jan. 19)

Objective: To gain an understanding of the requirements for transforming traditional agriculture into an efficient, commercial sector.

Questions for Thought:

1. What is meant by structural transformation?
2. Why is specialization important in transforming traditional agriculture?
3. The development of markets is necessary for specialization to occur. Why?
4. What changes in the location of savings and investment take place as development takes place.
5. List the actions appropriate for government to undertake in agriculture, according to Johnston and Kilby.
6. What are the three principal contributions made by the evolution of a market network?
7. What did Kuzrets find to be the major force for structural transformation?
8. Why is the flow of improvements in applied technology important?
9. Why does reciprocity weaken as an economy develops?
10. What is the best index of structural transformation?

References:

1. Mosher, Arthur, Getting Agriculture Moving, Part II, Praeger, New York, 1966.
2. Johnston & Kilby, Chapter 2.
3. Ragsdale, J.M. (lecture).

Topic: Technological Innovation (week of Jan. 26)

Objective: To gain an understanding of the complexities of accelerating the rate of structural transformation.

Questions for Thought:

1. Why are rates of population growth extremely high in developing countries?
2. Why does imported technology not "fit" well in developing countries.
3. What dangers are there for developing countries in borrowing technology from abroad?
4. List technical innovations that have been imported successfully by developing countries.
5. Why will agricultural sectors of most developing countries have to absorb a lot of labor during the next several decades?

6. Why have mortality rates dropped in many developing countries?
7. How has genetic engineering changed rice yields?
8. Why have efforts to tailor fertilizer production processes to conditions of developing countries not been successful?
9. What are the dangers of an import-substitution policy?
10. In what two areas does functioning of the market have to be supplemented by public agencies?

References:

1. Mosbrer, Arthur, Getting Agriculture Moving, Part II, Praeger, New York, 1966.
2. Johnston & Kilby, Chapter 3.
3. Lionberger, Herbert (lecture).

Topic: Strategies for Development (week of Feb. 2)

Objective: To gain an understanding of agricultural strategies and constraints to their accomplishment.

Questions for Thought:

1. What is an agricultural strategy?
2. Why are commodity production targets of limited usefulness?
3. What should be the relationship between a project-oriented approach and that of a sector strategy?
4. What do Johnston and Kilby say are the three critical factors limiting agricultural development and the pace of structural transformation?
5. What do they say should be the objectives of an agricultural strategy?
6. What contribution can agriculture make to overall economic development?
7. Do you think a unimodal strategy can be successful in a developing country's agriculture? Why?
8. Why is the divisibility of innovations essential for a unimodal strategy to be successful?
9. Compare the Ruttan-Hayami "induced development model" with the Davis-North theory of institutional innovation.
10. Why has land reform been difficult to implement in developing countries?

References:

1. Johnston & Kilby, Chapter 4

Topic: Relationships Between the Agricultural sector and the Rest of the Economy (week of Feb. 9)

Objective: To gain an understanding about the interface between the agricultural sector and the remainder of the economy in developing countries.

Questions for Thought:

1. What analytical perspectives hold for both the agricultural and industrial sectors?
2. Why is the income elasticity of demand important in understanding that industry does not face as severe a demand limitation as does agriculture?
3. How does the choice of agricultural strategy affect demand for industrial production?
4. Do the capital/labor ratios tend to be high or low in the food processing industry?
5. How can price distortions affect capital/labor ratios?
6. In what form are resources transferred out of agriculture?
7. How does the internal terms of trade affect the outflow of agricultural resources?
8. How can agricultural exports influence the development of manufacturing?

References:

1. Johnston & Kilby, Chapter 7

Topic: Backward Linkages

Objective: To gain an understanding of the interrelationships between a country's agriculture strategy and its agriculture sector input suppliers.

Questions for Thought:

1. What is a backward linkage?
2. Who is Albert Hirshman?
3. Describe how the theory of unbalanced growth says development could occur?
4. What forces affect fertilizer production costs.
5. Why is the use of obsolete technology costly in the chemical fertilizer industry?
6. Describe the demand for farm equipments in traditional agriculture overtime.
7. When the initial transformation takes place, what kind of equipment is demanded?
8. Who designs the farm implements in developing countries?
9. What does Johnston & Kilby say government's role should be?
10. Does the production of fertilizer and farm equipment in developing countries always save foreign exchange?

References:

1. Johnston & Kilby, Chapter 8.
2. Hirshman, Albert, The Strategy of Economic Development, Chapters 2 & 4, Yale Univeristy Press, New Haven, 1960.

Topic: Expediting the Transformation of Traditional Agriculture (week of Feb. 23)

Objective: To understand the alternatives open to developing countries for expediting structural transformation.

Questions for Thought:

1. Who is the decision-maker at the heart of the structural transformation process?
2. What is the fundamental feature of the process of modernization?
3. What role should institutions play?
4. What type of innovations and external inputs should be emphasized?
5. What is the fundamental issue in the design of an agricultural strategy, according to Johnston & Kilby?
6. Why are factor-product price ratios important?
7. Why is the mechanized agriculture of the U.S. a poor example for most developing countries to follow?
8. What lessons have been learned in the "Green Revolution"?
9. List the important problems that resulted from the "Green Revolution."
10. What programs and policies do the authors suggest for exploiting all of the potential benefits of the seed-fertilizer revolution?

References:

1. Johnston & Kilby, Chapter 9.
2. Wallace, Paul, class lecture.

Topic: Teaching, Research and Extension Institutions

Objective: To gain an understanding of the roles these institutions must play in transforming traditional agriculture.

Questions for Thought:

1. Why do some contend that improvement in the quality of the human agent of production is a good investment to expand output?
2. What contributions can higher educational institutions make to development?
3. Give illustrations of the research institute model described by Ruttan.

4. What program deficiencies does Moseman identify in research institutions in developing countries?
5. What are the basic components of an integrated research system which Moseman feels a developing country should have?
6. Which is more important to development, a nation's stock of natural resources or its man-made environment?
7. What are the functions of extension?
8. Development requires that the family be replaced as the teacher. Discuss.
9. What lessons have been learned from the Minas Gerais extension program?
10. Why does McDermott contend that the institution of extension must be more than an organization?

References:

1. Roy, Ramashray, lecture.
2. Blase, Melvin (ed.) Institutions in Agricultural Development, Chapters 6-8.

Topic: Selecting a Strategy (week of March 1)

Objective: To gain an understanding of both alternative strategies and criteria for selecting among them.

Questions for Thought:

1. Why must each country select its own strategy?
2. Upon what do the means of increasing farm output depend?
3. The fertilizer responsive varities responsible for the "Green Revolution" require what inputs that limit their use?
4. Why is there an almost universal need to encourage the creation of local organizations of farmers?
5. Belshaw and Chambers recommend what procedures for improving the formulation and implementation of agricultural programs?
6. What list of priorities does Johnson and Kilby give to promote rural development?
7. Explain how foreign exchange rationing and tariff policies favoring consumer industries can distort factor and product prices to the disadvantage of agriculture.

References: Johnston and Kilby, Chapter 10.

# INTERNATIONAL AGRICULTURAL DEVELOPMENT

John Foster
Spring, 1976

Dept. of Resource Economics
University of Massachusetts
Amherst, Massachusetts

## Course Objectives

The objectives of this course are to clarify the role of agriculture in the general drive for a higher level of living in low-income countries and to examine the public policies which will enable agriculture to fulfill this role. This examination will recognize the cultural and political context in which agricultural development takes place in low-income countries. The course is designed as a policy and action course as contrasted to a theory course.

## Lecture Outline

I. Introduction

- A. Objectives of economic and agricultural development
- B. Characteristics of low-income areas of the world

II. The role of agriculture in general economic development

- A. Increasing food supplies
- B. Enlarging exports and foreign exchange
- C. Capital formation
- D. Transfer of labor
- E. Rural welfare and purchasing power

III. Policies outside of agriculture which can contribute to agricultural development

- A. Price policies
- B. Investment and tax policies
- C. Communication and transportation
- D. World trade policy including diversification
- E. Foreign aid policy

IV. Development factors within agriculture

- A. Significance of shift to commercial agriculture
- B. Physical resources

C. Land reform
D. Changing technology and inputs and research
E. Credit
F. Marketing
G. Farm planning
H. Education and extension
I. Administration and statistical services
J. Development planning and the allocation of resources

Reading Assignments

Assigned Text: Southworth, H.M. and Johnston, B.F., Agricultural Development and Economic Growth, (designated S and J below).

| | Assignment | Recommended Completion Date |
|---|---|---|
| 1. | S and J, Chaps. 1 and 3 | Feb. 2 |
| 2. | S and J, Chaps. 2 and 9 | Feb. 9 |
| 3. | S and J, Chap. 13 | Feb. 17 |
| 4. | S and J, Chaps. 4 and 12 | Feb. 25 |
| 5. | Abelson, ed., Food: Politics, Economics, Nutrition and Research, Paper by Crosson on Institutional Obstacles to Expansion of World Food Production. | Feb. 25 |
| 6. | S and J, Chap. 11 | Mar. 3 |
| 7. | Laudicina, P.A., World Poverty and Development: A Survey of American Opinion, Chap. 3, pp. 26-50. | Mar. 10 |
| 8. | Paddock and Paddock, We Don't Know How, Part 4, pp. 179-252. | Mar. 17 |
| 9. | S and J, Chap. 7 | Mar. 31 |
| 10. | S and J, Chap. 8 | Apr. 7 |
| 11. | S and J, Chap. 6 | Apr. 7 |
| 12. | Abelson, ed., Food: Politics, Economics, Nutrition and Research, Paper by Jansen on Tropical Agroecosystems. | Apr. 14 |
| | Biggs and Tinnermeier, Small Farm Agricultural Development Problems, Chap. 5, pp. 69-96. | |

| Assignment | Recommended Completion Date |
|---|---|
| 13. Mosher, A.T., Getting Agriculture Moving, Chap. 11, pp. 141-152 (Entire book is highly recommended). | Apr. 23 |
| 14. S and J, Chap. 10 | Apr. 23 |
| 15. S and J, Chap. 5 | Apr. 30 |
| 16. Luykx, Rural Governing Institutions, reprint pamphlet. | May 7 |
| 17. S and J, Chap. 14 | May 12 |

## Class Project Assignment

Each student is expected to complete a class related project during the semester. The type of project is to be selected by each student from the following list of options:

1. An in-depth interview of a foreign student from a developing country and a report of the interview
2. An oral class presentation on a topic relevant to the course
3. A conventional term paper

The details of each option are discussed below:

1. The foreign student interview
   a. You would select a student from a list which I will provide, contact him/her, and over the semester, get well acquainted with him/her.
   b. You would write a report based on the information obtained from the foreign student about the agricultural problems and solutions in his/her country. Some library work to obtain specific facts and numbers will probably also be involved. I will provide a general outline for your report to guide your conversations with the student.
   c. If you plan to select this option, please tell me which student you plan to contact so that we have only one person from the course talking to any foreign student. If the initial contact fails to be satisfactory, please also keep me posted on who you are working with for the same reason.

d. Reports are due on Wednesday, May 5. There will be a penalty for late papers of a loss of one letter grade if less than one week late and of two letter grades if more than one week late.

2. Oral class presentation

a. This option is available for a few students. IF YOU ARE INTERESTED, PLEASE SEE ME PROMPTLY.

b. The presentation should be planned to be about 30 minutes in length.

c. The topic needs to have a close association with one of the lecture topics listed on the course outline and the presentation will be timed to coincide with the planned schedule for the related topics.

3. A Term Paper

a. The term paper should be on a topic related to the problems of agricultural improvement in low-income countries. The topic should be such that a reasonable amount of library research and a substantial paper (20 typed pages) is required to cover it. The papers should emphasize problems and their possible solution rather than description.

b. The topic of the paper should cover some aspect of agricultural improvement in low-income countries. This can be as specific as a report on a single development project or a single policy issue in a country.

c. Each student should select her/his topic and discuss it with me before she/he proceeds beyond preliminary investigation of library and other available resources on the topic.

d. Term papers are due on Wednesday, May 5. There will be a penalty for late papers of a loss of one letter grade if less than one week late and of two letter grades if more than one week late.

# WORLD AGRICULTURE AND HUMAN WELFARE

Leonard A. Shabman
Spring, 1976

Dept. of Agriculture Economics
Virginia Polytechnic Institute &
State University
Blackburg, Virginia

## Course Information

Scope of Course Material: With a focus on how people feed themselves, the following general areas will be touched upon:

1. Trends in world food production and consumption;
2. The growth of human population;
3. Conditions necessary for increasing world agricultural output;
4. The Green Revolution and its implications.

Objective of Course: To cause the student to realize the scope and complexity of the world food problem and gain an understanding of the factors that might lead to its solution. Specifically:

1. To impress upon the student the complex problems inherent in the production and distribution of food;
2. To provide the student with an understanding that will allow them to critically evaluate the popular arguments about the growth of food production and population;
3. To stimulate an ongoing interest in the world food situation.

Course Prerequisites: None, although Ag. Econ. 1001-1002 or Econ. 2011 will be helpful.

Reading Assignments: Every effort will be made to keep reading assignments brief and to the point. In return, all reading should be done before class meetings. Hopefully, this policy will encourage much class discussion, since we all will have some basic knowledge of the subject to be covered during each class. There is no text and all reading materials are on reserve in Newman library.

Evaluation of Student Performance: There will be a final exam and take home Mid Term.

NOTE: Material provided in the class lectures will not duplicate library material directly. However, you will be responsible for all material presented and in the readings.

COURSE OUTLINE AND SYLLABUS
(Read in order, if possible)

March 25 - April 2 — Introduction and Overview of Agriculture and the U.S. Food System

L. Brown and G. Finsterbusch, Man and His Environment: Food, pp. 1-42

A. B. Lewis, "The Purpose of Farming"

W. Clement and K. R. Farrel, "The Nation's Food Industry"

D. Durost, "Where Food Originates"

April 5 - 7 — Food Production: The Global Perspective

L. Brown, "The World Food Prospect"

J. Willet, "The Ability of the Developing Countries to Meet . . ."

F.R.S., The World Food Situation and Prospect to 1985, pp. V-24

April 9 — NO CLASS

April 12 - 16 — Population: Growth and Policy

P. Erlich and A. Erlich, Population, Resources Environment, pp. 1-47

G. Hardin, "The Tragedy of the Commons"

B. Crowe "The Tragedy of the Commons Revisited"

D. Dumond, "The Limitation of Human Population: A Natural History"

R. Hunter, "What is Development?"

M. Teitelbaum, "Relevance of Demographic Transition Theory for Developing Countries"

W. Rich, "Population Explosion: The Pole of Development"

April 19 - 21 — The Demand and Supply For Food

S. H. Wittwere, "Food Production: Technology and the Resource Base"

April 19 - 21

E.R.S., The World Food Situation and Prospects to 1985, pp. 58-74

P.R. Crosson, "Institutional Obstacles to Expansion of World Food Production"

E.R.S., The World Food Situation and Prospects to 1985, pp. 48-52; 75-79

J. Dwyer and J. Mayer, "Beyond Economics and Nutrition: The Complex Basis of Food Policy"

April 23 - 28

Agriculture and Economic Development

(April 26)

(NO CLASS)

Mellor, The Economics of Agricultural Development, pp. 3-16

Doll, Rohdes and West, Economics of Agricultural Production, Markets and Policy, pp. 515-534

April 30

The Closed System

May 3

Increasing Agricultural Production in Lesser Developed Countries (LDCs): An Overview

Brown and Finsterbusch, Man and His Environment: Food, pp. 125-134, "Agricultural Breakthrough in the Poor Countries"

Wade, "Green Revolution: Creators Still Hopeful..." Science, September 6, 1974

May 5 - May 12

Increasing Agricultural Production in LDCs

Millikan and Hapgood, No Easy Harvest, Chapter 4, "The Economic Environment"

Cohen, "The Success that Failed; An Experiment in Cultural Change in Africa" Selected Readings: Getting Agriculture Moving, Agricultural Development Council

Edwards, "Entreprenuerial Behavior of Farmers" Selected Readings...

Hendry, "Effects of Prices and Other Factors on Planting Decisions in Vietnam" Selected Readings...

May 5 - May 12

Chuang and Chen, "Report on a Case Study on Impact of Agricultural Price Policies..., Selected Readings...

Blaisdell, "Nature of Capital and Credit," Selected Readings. . .

E.R.S., U.S.D.A., "The Marketing Challenge" (Excerpts)

Millikan and Hapgood, No Fasy Harvest, Chapter 5

Mosher, "The Extension Process" Selected Peadings . . .

Millikan ang Hapgood, No Fasy Harvest, Chapter 7

Binns, "Causes and Effects of Land Fragmentation" Selected Readings. . .

Millikan and Hapgood, No Fasy Harvest, Chapter 6

May 14 - 17 Green Revolution and Its Future

E.R.S., U.S.D.A., World Food Situation and Prospects to 1985, pp. 64-71. (See previous Reading List)

Wade, "Green Revolution. . ." Science, December 20, 1974 and December 27, 1974

C.A. Shaw, Jobs and Agricultural Development, Overseas Development Council Monograph #3, (Excerpts)

May 19 The Chinese Model

Joseph Alsop, "China's Agricultural Success" Washington Post, August 11, 1975

Brandow, "Impressions of Chinese Agriculture" A.E. & R.S. 110, Dept. of Ag. Econ., Penn State

May 21 - 24 Trade and Aid

Malmgren, Trade for Development, Overseas Development Council Monograph #4

Sommer, U.S. Voluntary Aid to the Third

World, Overseas Development Council Development Paper 20

Moyer and Haines, "How We Cause Hunger" WIN Magazine, January 30, 1975

May 26 - 28 The Human Prospect

Heilbroner, "Second Thoughts on the Human Prospect", Challenge, May - June 1975

Mahta, "Reflections: Democracy in a Poor Country" New Yorker, March 22, 1976

# NUTRITION

# FOOD FOR THOUGHT

Sandra Fingers
Elliot Gralla
Paul Joseph
Fall, 1976

(student Initiated)
Tufts University
Medford, Massachusetts

## Requirements

1. All meetings are mandatory. You must call a leader if circumstances do not permit you to attend a meeting.

2. By the end of the course, you are expected to have a basic knowledge of nutrition. You will demonstrate this knowledge by taking three quizzes during the semester on the following foundations of nutrition:
   the 50+ nutrients
   their absorption and storage
   their sources
   their function in the body.
(This is the topic of the first three to four classes.)

3. A project, due by November 18. Options: An oral presentation in class lasting at least 20 minutes or an 8-10 page paper that will be turned in to the leaders.

Suggestions for topics:

Research a food organization through interviews, visits, etc.
Do additives really hurt your body?
History of food habits - how do they relate to the present?
Food and tribal customs.
Herbal medicine.
The American diet - description, evaluation, etc.
Attitude survey on food.
How to grow food to enhance its nutritional value.
How to cook food to maintain its nutritional value.
Research a certain diet style and cook a meal based on it.
Pretend you're going to open a restaurant and plan it.
Pretend you're going to open a grocery store or coop and plan it.
Write a story speculating about the food situation in the future.
Sensuality and food.
Nutrition -- is it a physical science or a social science?

We welcome ideas of your own, just clear it with the leaders. The aim of this project is to involve you in creative activity - it should be a "doing" project, rather than a project of simple research and regurgitation. If you would like to do a research project, apply what you learn through research to your own experiences with food.

4. Keep a journal writing your reactions to each class. You can expand your journal to include other reactions to food. This does not necessitate your limiting your journal to food, in fact, you may write about whatever you want. Your journal must be turned in to one leader of your choosing, or to both leaders, at least once every three weeks. You can turn it in as often as you like. If there are sections that you do not want us to read, tell us and we will not. If you do not want us to read your journal at all, talk to us about it. We encourage your reading selections from your journal to the class.

## Syllabus

Week One: Why Concern Yourself with Nutrition: You Are What You Eat.

A discussion of personal experiences with food and health. You will receive Medford/Somerville Food Yellow Pages, and "Food and Fitness."

Discussion of reasons for taking the course, what we all hope to gain from it, etc.

Assignment: finish reading Know Your Nutrition.
read pages 47-53, "Food and Fitness."
design what you think is an ideal diet for one week.

Weeks Two and Three: Scientific Introduction to Nutrition.

The diets you've designed will be compared in class, with discussion on what your primary concerns were, where faults are in the diet, problems you had with it, questions, etc.

Information session for factual background:

Four major food goups: what they are, accepted minimum requirements, are these requirements truly necessary?

How to cook for health: cooking time, methods, etc.

Introduction to various schools of thought: Mayer vs. Adelle Davis, vs. new philosophies. Comparison of various ideologies.

How can we know what to believe?

Assignment: For week three: modify the diet you designed
read pages 171-183, Nutrition Almanac.

read "Food Combining" in Complete Handbook of Nutrition.

for week four: read "A Rational Alternative to Meat Eating" in Complete Handbook of Nutrition or something or another lifestyle diet.

Week Four: Lifestyle Diets.

You will be asked to follow a diet of your own choosing for one week. Experiences will be shared in class.
Vegetarianism: is it natural? Reasons for being a vegetarian. Is it healthy?
Basis for organic food? Natural food?
Ethnic diets: experiences will be shared by members of the class.
Are they nutritionally sound? Comparison of diets in various countries.

Week Five: Speaker or Movie.

Week Six: Food and Your Soul.

Diets with a psychological background, including macrobiotics, Kundalini yoga, Hare Krishna. Discussion of the safety of the diets; to what extent is the body controlled by attitude; to what extent is attitude controlled by diet, etc.

Week Seven: Eat at the International Center for Krishna Consciousness.

Assignment: read sections from Fasting: The Ultimate Diet and Airlo.

Week Eight: Fasting: The Ultimate Diet?

You will be asked to fast for one day during the week; write down your experiences, which will be shared in class. Discussion of reasons for fasting, various methods of fasting, results of fasting, safety, etc.

Assignment: read Jean Mayer's literature.

Week Nine: Speaker

Assignment: sections from Food Coop Handbook and The Supermarket Buyer's Guide (reserve)

Week Ten: Coops and Buying: How to Buy Healthily.

Discussion of various types of coops. Range in size, method, etc.

Assignment: Food for People Not for Profit
Consumer Beware

Week Twelve: World Nutrition.

Discuss the L.A. Report, Sussman, Indian Report, OAU-WHO-FAO Special Report No. 8

Assignment: Food for People...
Self Ed Packets

Week Thirteen and Fourteen: World Food Problem.

Agribusiness, foreign aid, pass out Self Ed Packets.

Texts

Know Your Nutrition, Linda Clark
Complete Handbook of Nutrition, Gary and Steve Null
Food for People, Not for Profit, Lerze and Jacobson (eds.)

# FOODWAYS

Eliot Singer
Spring, 1976
W, 9-10

Dept. of Folklore
University of Pennsylvania
Philadelphia, Pennsylvania

Sources: (Readings are not required of the undergraduates in the section since enough is assigned for the Monday lecture. However, additional readings of direct relevance to each discussion are included for those who wish to pursue a topic).

First Week — Introduction: The Ethnography of Eating

General introduction to the question of why people eat what they eat. Overview of the various factors to be discussed later. Applications to the world food crisis: why study foodways? Eating as a cultural system and the need to have more complete data.

Christine Wilson, "Good Habits: A Selected Annotated Bibliography," Journal of Nutrition Education, Vol. 5, No. 1, Supplement 1, Jan.-March, 1973.

Igor De Garine, "The Socio-cultural Aspects of Nutrition." Ecology of Food and Nutrition. Vol. 1, pp. 143-163, 1972.

Nevin Scrimshaw, "Food: World Problems." International Encyclopedia of the Social Sciences, 1968.

David Call and F. James Levinson, "A Systematic Approach to Nutrition Intervention Programs," in Alan Berg, Nevin Scrimshaw and David Call (eds.), Nutrition, National Development and Planning.

J.M. Bengoa, "Significance of Malnutrition and Priorities for its Prevention," in Berg, Scrimshaw and Call.

Donella Meadows et al. (Club of Rome), The Limits to Growth.

**Second Week** — The Physiological Base of Food Habits

Do variations of human physiology contribute to food choice? Consideration of lactase deficiency and disease states that necessitate dietary limitations (e.g., diabetes, heart disease).

Norman Kretchner, "Lactose and Lactase," Scientific American, October, 1972. Reprinted in Solomon Katz (ed.) Biological Anthropology. San Francisco: Freeman, 1975.

Gail Harrison, "Primary Adult Lactase Deficiency." American Anthropologist, Vol. 77, No. 4, 1975.

Robert McCracken, "Lactase Deficiency: An Example of Dietary Evolution." Current Anthropology, Vol. 12, 1971, pp. 479-517.

Frederick Simoons, "The Determinants of Dairying and Milk Use in the Old World." Ecology of Food and Nutrition, Vol. 2, 1973, pp. 83-90.

**Third Week** — Nutritional Requirements and Food Choice

J.K. Robson, Malnutrition: Its Causation and Control, Chapters on normal nutrition and nutrient requirements.

S.H. Katz, M.L. Hediger, L.A. Valleroy, "Traditional Maize Processing Techniques in the New World." Science, Vol. 184, May 17, 1974, pp. 765-773.

P. Townsend, S-C. Liao, J. Konlande, "Nutritive Contributions of Sago Ash Used as a Native Salt in Papua New Guinea." Ecology of Food and Nutrition, Vol. 2, 1973, pp. 91-97.

Basic human nutrition: Human nutrient requirements, their biological significance. Some less obvious ways cultural practices adapt to nutritional needs.

**Fourth Week** — The Original Foodways of Man: Pre-applean Food Preferences of Adam and Eve.

What was eaten by the first men? Evidence from comparative functional anatomy (dentition), primate subsistance, paleoarchaeology, and hunting and gathering groups. Consideration of seed eating, predatory, and hunting hypotheses. Was there an original affluent society?

Geza Teleki, "Primate Subsistence Patterns: Collector of Predators and Gatherer Hunters." Journal of Human Evolution, Vol. 4, 1975, pp. 125-184.

Allison Jolly, The Evolution of Primate Behavior, New York: McMillan, 1972. Chapter "Food."

Clifford Jolly, "The Seed-Eaters." Man, Vol. 5, 1970, pp. 5-26.

Marshall Sahlins, "The Original Affluent Society." In his Stone Age Economics. Chicago: Aldine Atherton, 1972.

Richard Lee and Irven Devore (eds.), Man the Hunter, Chicago: Aldine, 1968.

Richard Lee, "Mongogo: The Ethnography of a Major Wild Food Resource" Ecology of Food and Nutrition, Vol. 2, 1973, pp. 307-323.

Fifth Week — Food Avoidances: Ethnography and Classification

What is food avoidance? What foods are avoided? What are the cultural rationalizations for food avoidances? Analysis of food avoidances ethnographically to develop a rough typology.

G. Eichinger Ferro-Luzzi, "Food Avoidances of Indian Tribes." Anthropos, Vol. 70, 1975, pp. 385-428.

(Students will be expected to review the food avoidances of a particular culture for this class. Suggestions as to societies with good data will be provided where possible. Ecology of Food and Nutrition, contains an excellent set of articles on food avoidances on India, Africa and Malaysia.)

Sixth Week — Food Avoidances: Ecological Explanation

Investigation of the claim of cultural ecologists that food taboos can be understood by a materialist explanation. India's Sacred Cow and the Jewish taboo against pork will be discussed. We will try to apply the ecological procedure to one of our own taboos such as the horse or dog.

Marvin Harris, Cows, Pigs, Wars and Witches. Random House, 1974 (Chapters 1 & 2).

Frederick Simoons, "Rejection of Fish as Human Food in Africa." Ecology of Food and Nutrition, Vol. 3, 1974, pp. 89-105.

Seventh Week — Food Avoidances and Symbolic Classification

Food as "bricolage." Totem and taboo from the standpoint of primitive classification. Ambiguity and mediation through foods. Food in myth and folklore. The pollution/ambiguity explanation of Jewish food taboos (Mary Douglas).

Mary Douglas, Purity and Danger (Especially "The Abominations of Leviticus").

Edmund Leach, "Animal Categories and Ethnic Abuse," in William Lessa and Evon Vogt (eds.) Reader in Comparative Religion.

Claude Levi-Strauss, Totemism, The Savage Mind, Mythologiques.

Eighth Week — Food in Ritual and Religion

The ways in which food is used to communicate with the other world. Communion, sacrifice, feasts and fasts. Food as part of the entire religious conception of a people. The role of food in Krishna Consciousness.

Raymond Firth, "Offering and Sacrifice: Problems of Organization." In Lessa and Vogt, Reader in Comparative Religion (3rd edition), pp. 324-333.

Raymond Firth, "Food Symbolism" in his Symbols: Public and Private.

Karl Knutsson and Ruth Selinus, "Fasting in Ethiopia," American Journal of Clinical Nutrition, Vol. 23, 1970, pp. 956-969.

Clifford Geertz, The Religion of Java. Glencoe, Free Press, 1960.

Ninth Week — Cannibalism

We will try to understand the existence and extent of cannibalism based on the ideas outlined up to this point in the course. Was Neanderthal Man a cannibal? What consequences does cannibalism have for the distribution of

disease? Is cannibalism good for nutrition? Endo and exo-cannibalism? Vampires, ice-cream sundaes, the National Enquirer and the Khmer Rouge.

Reay Tannihill, Flesh and Blood. New York: Stein and Day, 1975.

Jorge Sabater Pi and Colin Groves, "The Importance of Higher Primates in the Diet of the Fang of Rio Muni." Man, Vol. 7, 1972, pp. 238-244.

Doinstreich and Morren, "Does New Guinea Cannibalism Have Nutritional Value." Human Ecology, Vol. 2, 1974.

Paul Shankman, "Le Roti et le Boulilli," Levi-Strauss' Theory of Cannibalism." American Anthropologist, Vol. 71, 1969, pp. 54-69.

Tenth Week — Food and Exchange

What functions do food exchanges serve in society? Food gifts as status symbols; food and the redistribution of wealth, food and alliance. Profits and values, food in primitive capitalism.

Marcel Mauss, The Gift, New York: Norton, 1967.

Marshall Sahlins, Stone Age Economics, Chicago: Aldine-Atherton, 1972.

McKim Marriott, "Caste Ranking and Food Transactions." In Milton Singer and Bernard Cohn (eds.), Structure and Change in Indian Society. Chicago: Aldine-Atherton, 1968.

Maurice Godelier, "Salt Currency among the Baruya of New Guinea." In George Dalton (ed.), Studies in Economic Anthropology.

Eleventh Week — Hot and Cold Foods.

Humoral and Ayurveda systems of food classification and disease. Distribution and diffusionist hypothesis. Possible good and bad consequences for health. Basis for classifications.

Donn V. Hart, Bisayan Fillipine and Malayan Humoral Pathologies. Southeast Asia Program, Cornell, Data Paper 76, 1969.

Christine Wilson, "Food Taboos of Childbirth." Ecology of Food and Nutrition, Vol. 2, 1973, pp. 267-274.

Carol Molony, "Systematic Valance Coding of Mexican Hot-Cold Foods." Ecology of Food and Nutrition, Vol. 4, 1975, pp. 67-74.

Michael Logan, "Humoral Folk Medicine: A Potential Aid in Controlling Pellagra in Mexico," Ethnomedizin 1, 1972, pp. 397-411.

Sheila Cosminsky, "Changing Food and Medical Beliefs and Practices in a Guatemalan Community, Ecology of Food and Nutrition, Vol. 4, No. 3, 1975, pp. 183-191.

Twelfth Week — Foods and Meals in Componential Analysis

The ethnic approach to food grammars--trying to eat and cook like a native. What combinations make a dish or a meal? What does a meal mean?

Charles Frake, "The Ethnographic Study of Cognitive Systems." In Morton Fried, Readings in Anthropology, Vol. II (and many other places).

Ward Goodenough, Language, Culture and Society.

Mary Douglas, "Deciphering a Meal," Daedlus, 1972.

E.N. Anderson and Maria Anderson, "Cantonese Ethnohoptology." Ethnos, Vol. 34, 1969, pp. 107-117.

Thirteenth Week — Pringles and Other Fantasies

Media, advertising and the rape of the consumer. How does communications change and structure food habits? What are we really eating?

Jim Hightower, Eat Your Heart Out.

Ross Hall, Food For Nought.

# NUTRITIONAL ECOLOGY

Joan Gussow
Fall, 1976

Dept. of Nutrition
Columbia University
New York, New York

September 16 -- Introductions, Interventions, Requirements and Expectations -- Overview of the Course of the Class, and the World.

September 22 -- Beyond the Limits? How Far Can We Go in a Finite World?

Readings:

Stewart, Linda. "Peoplepeoplepeoplepeople." Consumer Action Now, May, 1972.

Koff, R.M. "An End to All This." Sierra Club Bulletin, 1971.

"Growth is Not a Four-Letter Word." Mobil Advertisement. New York Times, August 17, 1972.

Daly, Herman. "Debunking Madison Avenue." Environmental Action, October 14, 1972.

Ridker, R.G. "To Grow or Not to Grow: That's Not the Relevant Question." Science, Vol. 182, December 28, 1973, pp. 1315-18.

Goldsmith, Edward. "Grandpa's Tougher Than We Thought." Ecologist, Vol. 4, May, 1974, pp. 122-123.

Walker-Leigh, V. Interview with Dr. Sicco Manshold. Ecologist, Vol. 4, August, 1974, pp. 259-60.

Page, Irvine. "Some Somber Thoughts to Start the New Year." Modern Medicine, January 1, 1975.

"Marching Backward into the Future." Mobil Advertisement, New York Times, May 22, 1975.

Boulding, Kenneth. "Conditional Optimism About the World Situation." Review of Mesarovic and Pestel's Mankind at the Turning Point. Science, Vol. 187, March 28, 1975, pp. 188-89.

Mesarovic, M. and E. Pestel. Mankind at the Turning Point. New York: E.P. Dutton & Co., 1974. Chapter 2, pp. 10-17.

Esfandiary, F.M. "Homo Sapiens the Manna Maker." New York Times, August 9, 1975.

"Notes and Comment." New Yorker, December 15, 1975, pp. 33-34.

Silk, Leonard. "Scholars Favor Global Growth," "Changing Limits to Horizons." and "Need for Social Change is Seen by Club of Rome." New York Times, April 13, 14, & 15, 1976, respectively.

Connie, Ernest. "Zero Economic Growth? A Perilous Idea Passes." Los Angeles Times April 16, 1976.

Warren, Charles. "Cornucopians and Malthusians." Not Man Apart, Mid-May, 1976, pp, 1 & 9.

Schumacher, F. "Buddhist Economics." Fellowship, Vol. 40, November, 1974, pp. 4-6.

September 29 -- The Food and People Dilemma -- No More Room in the Lifeboat?

Readings:

Greene, Wade. "Triage, Who Shall Be Fed? Who Shall Starve?" New York Times Magazine, January 5, 1975.

Hardin, Garrett. "Living on a Lifeboat." Bioscience, Vol. 24, October, 1974, pp. 561-68.

Kochner, James. "Not Too Many, But Too Little." New Internationalist, October, 1975.

Vittachi, Tarzie. "The Poor are Not Stupid." New Internationalist, October, 1975.

Murdoch, W.W. & A. Oaten. "Population and Food: Metaphors and the Reality." Bioscience, Vol. 25, September, 1975,

"Critics Mount Attack on Agribusiness Firms." CNI Weekly Report, Vol. 6, February 20, 1976, pp. 4-5.

"U.S. Food Power. Ultimate Weapon in World Politics." Business Week, December 15, 1975.

Eberstadt, Nick. "Myths of the Food Crisis." New York Review of Books, February 19, 1976.

Herman, R.H. "Natural Resources and Population Dynamics." American Journal of Clinical Nutrition, Vol. 29, January, 1976.

Rhode, Jon E. "The World Food Crisis." American Journal of Clinical Nutrition, Vol. 29, No. 2, 1976.

"Service Groups in Dispute on World Food Problems." New York Times, July 15, 1976.

Berg, Alan. "Fear of Trying." Journal of American Dietetics Association, Vol. 68, April, 1976, pp. 311-16.

October 6 -- The Food Chain: I. From Sustenance to Product or--It Does Pay to Fool with Mother Nature.

Readings:

"New Consumer Products." Food Technology, December, 1975, p. 68.

Three product packages.

Hadsell, R.M. "Food Processing: Search for Growth." Chemical and Engineering News, August 3, 1971 (with a few interpolated articles from the recent news).

Hightower, James. Table II-4 "Some Corporate Cooks" and excerpts from "Consumers Footing the Bill," Chapter 3 in : Eat Your Heart Out. New York: Crown Publishers, Inc., 1975. (with several interpolated stories from the current press).

"The Hard Road of the Food Processors." Business Week, March 8, 1976.

Rosenbaum, R. "Today the Strawberry, Tomorrow..." New Times, June 11, 1976 (with a few scattered news stories and one interpolated advertisement).

"Dr. Dena Cedarquist. . . Questions and Answers." The Consumer's Right to Know. Kraft Foods, undated.

Sussman, Gerald. "The Cooking of Provincial New Jersey." The National Lampoon, June, 1974, pp. 57-63.

October 13 -- American Dietetics Association Convention, No class.

October 20 -- The Food Chain: II. Selling It -- First America, Next the World.

Readings:

Henry, Jules. Excerpts from "Advertising as a Philosophical System." In: Culture Against Man. New York: Vantage, 1965.

"Industry Feature: Foods." Madison Avenue Magazine, October, 1975.

"Immediate-Gratification Products Generate Least Cynicism, Y & R Reports." Advertising Age, June 14, 1976.

Gussow, J. "Counternutritional Messages of TV Ads Aimed at Children." Journal of Nutrition Education, Spring, 1972.

Dougherty, P.H. "Cereal Fighting for Shelf Space." New York Times, February 6, 1976.

Edwards, Larry. "How 'Mikey' Put Life into Life; Single TV Spot Now a Campaign." Advertising Age, March 8, 1976.

Corcoran, J.H., Jr. "Kids, It's Saturday TV Again! Shut Up and Eat Your Chocolate-Chip Ravioli." The National Observer, November 8, 1975.

Brown, Lester. "Formula Maker Paid for ABC Film on Infants." New York Times, June 9, 1976.

"Abott: Documentary Won't Become Sales Tool." Advertising Age, June 14, 1976.

Jeliffe, D.B. "Food for Infants: A Wrong Emphasis." New York Times, June 23, 1976.

Bechtos, Ramona. "International Advertisers Change Consumer Ways." Advertising Age, May 19, 1975.

Barnet, R. and R. Muller. Excerpt from "Global Reach." New Yorker, December 2, 1974.

Bechtos, Ramona. "Coke Tries to Widen Brazil Market." Advertising Age, August 11, 1975.

Childers, Erskine. "When the Excuses Have to Stop." Intermedia, Vol. 2, No. 5, March, 1975, pp. 7-9.

October 27 -- The Food Chain: III. Food Processing -- Risk and Benefits. Did We Lose Anything Worth Keeping?

Readings:

Schroeder, H.A. "Losses of Vitamins and Trace Minerals Resulting from Processing and Preservation of Foods." American Journal of Clinical Nutrition, Vol. 24, May, 1971, pp. 562-73.

Letters to AMA Journal. "Nutritional Value of Commercially Processed Frozen Food." Journal of American Medical Association, January 11, 1971.

"Orange Juice: Frozen, Canned, Bottled, Cartoned, and Fresh." Consumer Reports, August, 1976.

Trace Nutrient Chart.

Food and Drug Administration Compliance Evaluation Program. "FY Selected Minerals in Foods Survey." March 27, 1975.

"Recovering Meat." Consumer Register, May 15, 1976, and "Ground Bone in Meat Products Called Peril by Nutrition Expert." New York Times, May 21, 1976.

"Two Major Bakers Set Big Push to Launch New Formula Breads," "Continental Wants Okay for Weight-Loss Claims", and "FDA Studying Claims of New 'High-fiber' Breads". Advertising Age, July 26, 1976, August 2, 1976, and August 9, 1976, respectively.

"Let Them Eat Bread! Watch Them Lose Weight!" Medical World News, June, 1976.

"Egg Substitute vs. the Real Thing." Modern Medicine, February 15, 1975. "Miles Readies Scramblers Egg-Substitute Entry," and "Miles Egg Substitute Will Tout Extra Convenience." Advertising Age, February 9, 1976 and April 19, 1976, respectively.

Hall, Ross H. "Beware of Those Fabricated Foods." Executive Health Vol. 12, No. 7, April, 1976, pp.1-6.

"How to Give an Old Product a New Lease on Life." Roche Advertisements from Advertising Age, January 26, 1976.

Caster, W.O.; M.D. Parthemos. "Growth, Hemoglobin, Cholesterol, and Blood Pressure Observed in Rats Fed Common Breakfast Cereals." American Journal Clinical Nutrition, Vol. 29, May, 1976.

Giges, N. "New Food Sources on March." Advertising Age, September 29, 1975.

IFT Expert Panel on Food Safety and Nutrition. "The Effects of Food Processing on Nutritional Values." Institute of Food Technologists, October, 1974.

"Kittys Eating Better Than Kiddies?" etc. Advertising Age, March 15, 1976, June 7, 1976, and July 19, 1976; and Keats, J. "Cordon Blah." New York Times, April 8, 1976.

November 3 -- "Foodism, "Faddism," "Science," and Other Cults -- the Gullible Public Versus the Fallible Professional.

Readings:

Barrett, S. and G. Knight. "Rodale Presses On." AIN Nutrition Notes, March, 1973.

Deutsch, R. "What is Missing from Our Food?" In: The Family Guide to Better Food and Better Health. Des Moines: Meridith Corp., 1971.

Rodale, Robert. "You Don't Have to Be Confused." Prevention, September, 1974.

"What Prevention Advertising Means to You." A Statement of Purpose. Prevention, March, 1975.

McBean, L.D. and E.W. Speckmann. "Food Faddism: a Challenge to Nutritionists and Dietitians." American Journal of Clinical Nutrition, Vol. 27, October, 1974, pp.1071-1078.

Brown, P.T. and J.G. Bergan. "The Dietary Status of the 'New' Vegetarians." Journal of American Dietetics Association, Vol. 67, November, 1975, pp. 455-59.

Schafer, R. and E.A. Yetley. "Social Psychology of Food Faddism." Journal of American Dietetics Association, Vol. 67, August, 1975, pp. 116-21.

Anderson, M.A. and B.R. Standal. "Nutritional Knowledge of Health Food Users in Oahu, Hawaii." Journal of American Dietetics Association, Vol. 67, August, 1975, pp.116-21.

November 10-- Energy, Economics and Food -- the Interlocking Crises.

Readings:

Blake, T.M. "What Magic Wand?" Soil Association, April, 1974.

Georgescu-Roegen, N. "The Entropy Law and the Economic Problem." In: Daly, H.E. Toward A Steady State Economy. San Francisco: W. Freeman & Co., 1973,

Bernd, H. "The Energy Crisis: a Biological Vantage Point." New York Times, November 25, 1973.

Steinhart, J.S. and C.E. Steinhart. "Energy Use in the U.S. Food System." Science, Vol. 184, April, 1974, pp. 307-316.

"Scarce Natural Gas Used to Lacquer Cans." Environmental Action Bulletin, February 8, 1975.

Revelle, Roger. "Energy Use in Rural India." Science Vol. 192, June 4, 1976, pp. 969-75.

Chancellor, W.J. and J.R. Goss. "Balancing Energy and Food Production, 1975-2000." Science, Vol. 192 April 16, 1976, pp. 213-18.

Commoner, Barry. Excerpt from "The Uses of Power." Chapter 7 in: The Poverty of Power. New York: Alfred Knopf, 1976.

Franklin, Ben A. "What Price Coal?" New York Times Magazine, September 29, 1974.

Abelson, P. "Energy from Biomass." And other short takes on energy-food relationships.

November 17 -- Droughts, Little Fishes and the Green Revolution-- Solutions and Their Problems and Their Solutions and...

Tolles, R. "Stockholm + 3: A Shift in Environmental Views." Ford Foundation Letter, Vol. 6, No. 6, November 1, 1975, p.2.

Eckholm, E. "The Politics of Soil Conservation." Ecologist, Vol. 6, No. 2, February, 1976, pp. 54-59.

Wade, N. "Sahelian Drought: No Victory for Western Aid." Science, Vol. 185, July 19, 1974, pp. 234-37.

Omerod, W.E. "Ecological Effect of Control of African Trypanosomiasis." Science, Vol. 191, No. 815, February 27, 1976.

Campbell-Purdie, Wendy. "Green Belt Around the Desert." Ecologist, Vol. 4, October, 1974, pp. 300-01.

Reddy, Jagadeesh. "The Seafood Potential of the Developing Countries: A Case Study of India." L.I.F.E. Newsletter, October, 1973.

Galtung, J. "Technology and Dependence." Ceres (FAO Review of Development), September-October, 1974.

R. Coggins. "The Development Set." (Poem).

Bondar, B. and P.J. Bobey. "Should We Eat Krill?" Ecologist, Vol. 4, August, 1974, pp. 265-66.

Holt, S.J. "Food from the Sea." Letter to the Ecologist, Vol. 5, No. 2, February, 1975, pp. 70-71.

Wade, N. "Green Revolution: A Just Technology, "Often Unjust in Use", and "Problems of Adapting a Western Technology." Science, Vol. 186, December 20 and 26, 1974, pp. 1093-96 and 1186-1192, respectively.

Franke, R.W. "Miracle Seeds and Shattered Dreams in Java." Natural History, January, 1974.

Rodale, Robert. "The Greening of the Green Revolution." Organic Gardening and Farming, July, 1976.

Dasmann, R.F. "Toward a Dynamic Balance of Man and Nature." Ecologist, Vol. 6, No. 10, January, 1976, pp. 2-5.

"Congress Buys Small Is Beautiful." Science, Vol. 192, June 11, 1976, p. 1086.

November 24 -- Additives -- Intentional and Unintentional, or "What on Earth Is That in My Food?"

Schmidt, A.M. "Food and Drug Law: A 200-Year Perspective." Nutrition Today, Vol. 10, No. 4, 1975, pp. 29-32.

Spiher, A.T., Jr. "Food Ingredient Review: Where It Stands Now." FDA Consumer, June, 1974.

Whelan, E.M. and F. Stare. Panic in the Pantry. New York: Athaneum, 1975, pp. 174-77.

Lijinsky, William. "Nitrites Represent a Problem Not a Scare." CNI Weekly Report, Vol. 6, No. 29, pp. 4-6, July 15, 1976.

Verrett, J. and J. Carper. Eating May Be Hazardous to Your Health. New York: Anchor/Doubleday, pp. 103-116.

Boffey, P. "Color Additives: Botched Experiment Leads to Banning of Red Dye No. 2." Science, Vol. 191, February 6, 1976, pp. 450-451.

Feingold, B. "Food Additives and Child Development." Hospital Practice, October, 1973.

Margen, S. Review of Why Your Child is Hyperactive by B. Feingold. Journal of Nutrition Education, Vol. 1, April-June, 1975, pp. 79-81.

Butz, E. "America, the Great Food Machine." Address by Secretary of Agriculture Earl L. Butz before the Institute of Food Technologists Annual Meeting, June 6, 1976. Mimeo: USDA, 1976.

December 1 -- Humus, Humbug and Humility -- the Organic Alternative. . . or "What Are They Doing Behind That Manure Pile?

Readings:

Deutsch, R. "Are Our Soils Depleted?" In: Realities of Nutrition. Palo Alto: Bull Publishing Co., 1976. pp. 322-326.

Walters, Charles J. "Chemical Amateurs vs. Eco-Farmers." Acres, USA, April, 1974.

Commoner, Barry. "A Rose (Natural) Is a Rose (Organic) Is a Rose?" Hospital Practice, April, 1975.

Gussow, J.D. "The Organic Alternative." Nutrition Today, Vol. 9, No. 2, March/April, 1974, pp. 31-32.

Allaby, Michael. "The Role of Humus in Organic Farming." Compost Science, September/October, 1972.

Matile, M. "Biology and Agriculture." reprinted in November, 1973 Soil Association from ANS-News, No. 39, Supplement to Wasser and Aberwasser, July, 1973.

Coleman, E. "Annotated Bibliography of Biological Agriculture." Mother Earth News, 1976.

Wade, E. "Boost for Credit Rating of Organic Farmers." Science, Vol. 190, No. 777, September 5, 1975.

Letters by S. Aldrich and W. Lockeretz to Editor of Science, Vol. 190, No. 777, September 5, 1975.

Hall, R.H. "A Concept of Fertility." Chapter 8 in: Food for Nought, The Decline in Nutrition. Hagerstown, Md.: Harper and Row, 1975.

Ecology Action/Common Ground. "Mini-Agriculture." 2 p. mimeo. February, 1976.

December 8 -- Organic and Other "Whole" Foods -- Conventional Wisdoms and Unconventional Truths.

Readings:

U.S. Plant, Soil and Nutrition Laboratory Staff. "The Effect of Soils and Fertilizers on the Nutritional Quality of Plants." Agriculture Information Bulletin, No. 299, USDA, 1965, pp. 19-24.

IFT Expert Panel on Food Safety and Nutrition "Organic Foods." Institute of Food Technologists, January, 1974.

Christakis, G. "The Public Health Nutrition Threat of Organic Foods." Unpublished statement at the hearing on organic foods, December 1, 1972.

Anon. "Silent Fall." Poem. Food and Nutrition News, 1976.

Goldsmith, E. "The Sun Tan Diversion." Ecologist, June, 1974.

Oregon Administrative Rules Compilation. "Standards, Labeling and Other Requirements Relating to Organic Foods." Effective October 1, 1974.

Salomon, Milton. "Natural Foods -- Myth or Magic." Soil Association, October, 1973.

Exchange of Correspondence Between Richard Hall of McCormick & Company and J.D. Gussow Regarding the "Irrationality" of "Organic Food."

Rodale, R. "The Ten Best Health Foods." Prevention, December, 1974.

Wolff, R.J. "Who Eats for Health?" American Journal of Clinical Nutrition, Vol. 26, April, 1973, pp. 438-445.

December 15 -- Fixing Up the American Diet -- Regulation, Education, and Other Theoretical Remedies -- or..."the More Things Change, the More They Stay the Same."

Mayer, J. "Isn't There Anything Left to Eat?" Family Health, February, 1971.

Marine, G.; J. Van Allen. "In Mournful Numbers." In: Food Pollution. New York: Holt, Reinhart and Winston, 1972.

Mendelsohn, R., J. McKnight and I. Illich. "National Health Insurance and the People's Health." Clinical Pediatrics, Vol. 12, June, 1973, pp. 324-25.

White, P.L. "Alternatives to Peril." Food Product Development, May, 1976.

Macleod, Grace. "Food Facts and What Use the Canner Should Make of Them." Canning Age, Convention Digest, 1927.

McGill, M. "Nutrition Labeling", Family Health, November, 1974.

"Special FTC Supplement -- 2." Summary of the Federal Trade Commission's Proposed Rule Governing Nutrition Claims in Food Advertising (rule proposed November 11, 1974).

"Revised Additions and Alterations to Present Code Provisions Governing Television Advertising to Children." Submitted by representatives of six consumer organizations to the Federal Trade Commission, May 16, 1974.

Children's Advertising Guidelines. Children's Review Unit, NAD, Council of Better Business

Bureaus, 1975.

Rothman, Harry and D. Radford. "Bread Advertising and Scientific Debate." New Scientist, October 24, 1974.

Story boards for 3 "counter-commercials" produced by Choate, Gussow, et. al., "Over-Snacking," "Sugar Family," and "Sugar and Cavities."

Gussow, J. "Nutrition Education -- or Else." unpublished speech to the Louisiana Dietetic Association, November 6, 1974.

Hall, R.H. "Needed: A New Science of Nourishment." CNI Weekly Report, Vol. 5, No. 35, September 4, 1975, pp. 4-6.

December 21 -- Yes, But What Can I Do?

Readings:

Schumacher, E.F. "The End of an Era -- New Possibilities." Soil Association, Vol. 1, No. 1 September, 1975, pp. 1-4.

Marris, Peter. "The Meaning of Grief." New York Times, March 10, 1975.

Neilands, J.B. "Science and the Biosphere." Environmental Action Bulletin, November 29, 1975.

Morris, D.J. and G. Friend. "Energy, Agriculture, and Neighborhood Food Systems." Institute for Local Self-Reliance, 1975.

"The New Alchemists." Time, March 17, 1975.

"A Determined Goldilocks Leads the Grey Bears to Better Nourishment." 1975.

Holden, Constance. "Hazel Henderson: Nudging Society Off Its Macho Trip." Science, Vol. 190, pp. 862-864, November 28, 1975.

"High Priest of Self-Reliance." New Internationalist, April, 1976.

"Human Development in Maliwada." Institute for Cultural Affairs Social Demonstration Project Report, July 17, 1976.

Kaufmann, W. "The New Integrity." Phi Beta Kappa Key Reporter, Vol. 38, Spring, 1973, pp. 2-4.

Editor's Note: Professor Joan Gussow reproduces the above assigned readings and collects them in one volume, which she makes available to her students at cost.

# NUTRITION OF POPULATION GROUPS

Ruth Hueneman
Spring, 1976
T, Th, 10-11:30

Dept. of Nutritional Science
University of California
Berkeley, California

Objectives of the course are to help students to:

1. view nutrition as a social phenomenon, intimately related to all aspects of health and life, for population groups as well as for individuals.

2. gain an understanding of the world's food situation and the world's nutrition problems.

3. understand how data about nutrition of population groups are obtained and the shortcomings and usefulness of such data.

4. understand something of the meaning of food to a people and its role in the culture of the people.

5. gain some insight into how and why food habits of a population change.

6. become aware of agencies and programs involved in nutrition at the world, national and local level.

7. begin to understand what is involved in effecting better nutrition for population groups.

Course procedure:

Tuesday sessions are lectures by experts; Thursdays are discussions of Tuesday's topics. In preparation for the lectures and the discussion sessions, students will be expected to read the references assigned by the lecturers.

Assignment:

Write a brief (one page or less), readable summary of your own tentative conclusions regarding each topic, based on your lecture notes and reading of at least one or two references related to the topic.

Papers are to be handed in at discussion sessions following the third, sixth and ninth lectures, i.e., April 22, May 13, and June 2.

Grades will be based on class participation and papers.

| Date | Topic | Lecturers |
|---|---|---|
| April 6 | The role of nutrition in the ecology of man | Dr. Sheldon Margen |
| April 8 | Discussion | |
| April 13 | Food supply and population at the world, national and international levels | Dr. Bruce Johnston Stanford Research Institute |
| April 15 | Discussion, including family planning | |
| April 20 | Ecosystem's approach to health | Dr. William Oswald |
| April 22 | Discussion | |
| April 27 | The geography of food resources | Dr. Hilgard Sternberg |
| April 29 | Discussion | |
| May 4 | The nutritional status of population groups and how it is assessed | Dr. Ruth Huenemann |
| May 6 | Discussion | |
| May 11 | Food as a cultural phenomenon | Dr. James Anderson |
| May 13 | How and why food habits change | Dr. Andie Knutson |
| May 18 | WHO's maternal and child health and nutrition programs | Dr. Wiktona Winnitka World Health Organization |
| May 20 | FAO's food and nutrition program | Dr. Doris Calloway |
| May 25 | Nutrition programs in the U.S.: federal, state and local | Dr. Leona Shapiro |
| May 27 | Discussion of programs | |
| June 1 | Behavior and food toxicity | Dr. Bernie Weiss Univ. of Rochester |

| Date | Topic | Lecturers |
|---|---|---|
| June 3 | Discussion or open date | |
| June 8 | Politics and health | Dr. Ernie Haas |
| June 10 | Discussion | |

Readings: For general references, see reserve book list available at the library.
Special references will be announced by lecturers.

OVERVIEWS

# FOOD AND HUNGER SEMINAR

Erika Thorne
The Action Center

William Moyer
Movement for a New Society

The seminar is accompanied by a manual which is a guide to setting up and running a twelve to fifteen-week seminar on food issues. The self-education program with which students, faculty and community members can focus and crystallize action strategies is in standard format for use in university curriculums. The manual gives detailed explanations on how to conduct the seminar. The week-by-week description of topics, reading material (including explicit instructions for how to order materials), group activities, expenses and processes allows any group to embark on this in-depth experience with food issues and action. Included here is only a condensed version of the manual. The entire manual will soon be available from the Institute for World Order's Transitional University Program for a small charge to cover costs.

## COURSE DESCRIPTION

This is a seminar about food. It is about economics, global politics, social systems, the grain trade, small farmers, undernourished Americans, sugar-coated breakfast cereals, the International Monetary Fund, and roast beef. This seminar is also about us: as humans we are what we eat, as consumers we must grow or purchase our food, as citizens we must be politically responsible for our society and its ills, and work more effectively for a better society.

In this seminar you will learn about local, national, and global food and hunger issues and see their place in relation to other social, political, and economic issues. You will also examine proposed solutions to food and hunger problems in light of this larger perspective, develop your own visions for a world without hunger and poverty, formulate a long-range action strategy with the goal of bringing about that world, and design specific action projects which are in keeping with that strategy.

A self-study and action process called Macro-Analysis is used to achieve these goals. A Macro-Analysis seminar is a small-group discussion program organized around a series of proposed readings and utilizing the individual resources of each participant. It is a process whereby a group of people can systematically ask some basic questions about the shape and workings of our present world order and their own lives, and determine how to act on those

questions. This Macro-Analysis seminar focuses on the issues of food and hunger.

COURSE OUTLINE

I. Introduction

A. Week I
1. Introductions; expectations for seminar
2. Explanation of seminar
3. Other business; evaluation of session (standard for each week)

B. Week II
1. Film, "Hunger in America"
2. Review of reporting format; distribution of next week's readings
3. Field trip preparations for Week V

II. Domestic Food and Hunger Issues

A. Week III: Nutrition: You Are What You Eat
1. Reading and discussion topics
a. Nutrition basics
b. Problems with the American diet
c. Food and the consumer
d. Meat eating
e. Action on nutrition
2. Group exercise on diet alternatives
"In search of solutions for better eating"

B. Week IV: Poverty and Hunger in the Land of Plenty
1. Reading and discussion topics
a. Hunger: definitions and extent
b. Hunger and poverty: extent and limits to current solutions
c. Farm workers and small farmers: The hands that feed us
d. Programs to alleviate poverty and hunger, and their limitations
2. Special resource
Speech and film by United Farm Workers representatives

C. Week V: The Local Situation: Field Visits to Food Agencies and Programs
1. Reading topics
a. Reports from field visits to food agencies and programs
b. Two approaches to ending poverty and hunger: universal services vs. selective programs
2. Visions/solutions exercise

D. Week VI: The American Food System
   1. Reading topics
      a. Farms ownership and control: giant corporations vs. small farmers
      b. The American food industry, part I
      c. The American food industry, part II: concentration, profits, and food prices
      d. The green revolution begins at home: modern farming in America
      e. The government's role in the food industry: the agribusiness-government complex
      f. People's actions on food and hunger
   2. Problem-solutions-project wall charts

E. Week VII: Our Visions, Solutions, and Social Actions
   1. Reading topics
      a. Visions for a good society
      b. Alternatives to the food production and distribution system, and people's actions, part I
      c. Alternatives and people's actions, part II
      d. Alternatives and people's actions, part III
      e. Organizing people's campaigns step-by-step
   2. Developing our own action campaigns exercise

F. Week VIII: Citizens' Action for Social Change
   1. Further work on developing our own action campaigns (group activity comes first this week)
   2. Report topics
      a. Fundamental social change
      b. Our action campaigns

III. World Food and Hunger Issues
A. Week IX: Four World Hunger Issues
   1. Report topics
      a. Food for baby: formula for malnutrition
      b. The Green Revolution
      c. The U.S. government's helping hand: food for peace or profits?
      d. American business know-how to the rescue: case studies
   2. American Friends Service Committee slide show on multinational corporations and agriculture
B. Week X: Extent of World Hunger
   1. Report topics
      a. Nutrition and underdevelopment
      b. A range of viewpoints on world hunger: causes, solutions, values, ethics, and politics
      c. World hunger and population: a range of views
      d. Economic growth: savior or false promise?
   2. Values and ethics exercise

C. Week XI: World Hunger: U.S. Corporations and Government Roles
   1. Report topics
      a. U.S. corporations and Third World hunger
      b. Foreign aid for whom?
      c. U.S. government foreign policy and relationship to the Third World
      d. Grain power: the use of grain as a foreign policy weapon
      e. The role of the international monetary agencies
   2. Role playing; an International Monetary Fund loan application

D. Week XII: The Roots of World Food/Hunger Problems and Proposed Solutions
   1. Report topics
      a. Food and hunger problems: causes and remedies
      b. Food and hunger myths
      c. Causes and solutions to world hunger
   2. Web charts of global causes and solutions

E. Week XIII: Visions, Strategies, and Actions
   1. Report topics
      a. Programs of world hunger relief organizations
      b. Philanthropic help and its limitations
      c. The World Food Conference
      d. People's action groups on world hunger
      e. China
   2. Speaker and slides on China

IV. Where Do We Go From Here?

A. Reports on big projects
B. Where do we go from here?
C. Evaluation of the entire seminar

COMMON READINGS AND FREQUENTLY USED TEXTS

A. Committee for Self-Education. SELF-EDUCATION FOOD PACKET. Cambridge, Massachusetts, 1975.

B. Gowan, Susanne, et. al. MOVING TOWARD A NEW SOCIETY. Philadelphia: New Society Press, 1976.

C. Hightower, Jim. EAT YOUR HEART OUT. New York: Random House, Inc., 1975.

D. Lappe, Frances Moore & Collins, Joseph with Fowler, Cary. FOOD FIRST! New York: Ballantine Books, Inc., Spring, 1977.

E. Lerza, Catherine & Jacobson, Michael, eds. FOOD FOR PEOPLE NOT FOR PROFIT. New York: Ballantine Books, Inc., 1975.

F. Moyer, William & Haines, Pamela. "How We Cause World Hunger." WIN. January 30, 1975.

G. Merrill, Richard, ed. RADICAL AGRICULTURE. New York: Harper & Row, Publishers, 1976.

* Editor's note -- This outline, along with the Macro-Analysis process, has been tested and revised for many study groups. The outline is excellent but should not be used without the process. The seminar was first conceived as a course, and given at Temple University in the spring semester of 1976 by William Moyer, Pamela Haines and Sandra Boston.

# GRADUATE SEMINAR: FOOD ISSUES

Lee DeAngelis
Spring, 1976
M,W 7:15 p.m.-9:45 p.m.

Dept. of Natural Resources
University of Michigan
Ann Arbor, Michigan

## Course Description

A study of a variety of food-related issues including nutrition and health, the food industry and the domestic and world situation. The course emphasizes an interdisciplinary approach and encourages independent work on food issues. This will be especially helpful to those who have been hard hit by the soaring costs of food and those concerned about eating a properly balanced diet. Teachers in particular will find the course valuable in developing materials for class use.

## Staff Objectives

1. To provide students with an interdisciplinary treatment of food issues.

2. To relate food issues to the broader area of environmental issues.

3. To facilitate independent (individual or group) work on food issues.

4. To provide students with insights, resources, contacts, etc. to help enable them to work towards solutions to food issues.

## Schedule:

| | |
|---|---|
| M-May 3rd | Introduction: Why "Food Issues?" Who's Who? Course Mechanics, Format, etc. |
| W-May 5th<br>M-May 10th | Nutrition and Health: The nutrition and health section will take a brief look at the nutritive aspects of food and relate these factors to the broader food issues examined in the course. The study will focus on the American diet and will try to answer such questions as: What do people eat and why? How does their diet affect them? How can diets be improved? The section will include discussions of food additives, nutritional labeling, recommended daily allowances (RDAs) and nutrition education. The section will necessarily consider the relationships between nutrition and |

health and an attempt to initiate independent thinking regarding food and dietary alternatives.

W-May 12th
M-May 17th

Food System: Resources/Impacts: This section will focus on the U.S. food system including production, processing, marketing, distribution and consumption. The emphasis will be on resources (e.g. energy, land, water) and impacts(e.g. animal wastes, pesticides, packaging wastes) of the U.S. food system. Discussion will include such areas as alternate food production systems (e.g. urban gardening, organic farming), minimization of impacts of the food system and energy conservation.

W-May 19th
M-May 24th
W-May 26th

Food Industry and Government: This part of the course will involve readings and discussions on the food industry and levels of integration found in it. It will also explore the policy of the United States government towards food in general and the food industry in particular. Determinants of government policy with respect to food will include an analysis of the ability of the food industry to affect policy and the interrelationships between the food industry and government.

W-June 2nd
M-June 7th

Food and Social Justice: U.S.: The "Food and Social Justice" section will examine food problems in the United States. The focus will be people...special groups of people. Issues to be considered include hunger in the U.S., food and the oppressed/disadvantaged, the Food Stamp program and various feeding programs (e.g. for the elderly and school children).

W-June 9th
M-June 14th

World Food: The challenge of feeding the people that inhabit this planet will probably be the most important challenge facing human beings. To examine the world food issue discussion will include (1) the ability of the diverse areas on earth to produce food; (2) the policies currently being followed in different areas of the world and the overt and covert assumptions upon which these policies are based; (3) who determines the policies that shape food production and distribution and (4) managing the world's food resources.

| | |
|---|---|
| OPTIONAL (On a Sat. to be announced) | Alternative Food Systems in the Detroit Metro Area: This optional but encouraged session will be a field trip to familiarize students with various facets of alternative food systems in the Detroit area. The focus will include examination of food cooperatives and urban gardening. |

Format

The approach the course ("seminar") will use to treat food issues will parallel a "macroanalysis approach." As stated in the 1975 edition of Organizing Macro-Analysis Seminars (this can be obtained from Philadelphia Macro-Analysis Collective, 4719 Cedar Avenue, Philadelphia, Pa. 19143):

> "Macro-Analysis is about the 'Big Picture.' It is a process whereby a group of people can systematically ask some of the most basic questions about the shape and workings of our present world order and their own lives. The macro-analysis seminar itself is a small group discussion program organized around a series of proposed readings and utilizing the individual resources of each participant. The most important goal of the seminar is to help groups and individuals develop more meaningful actions for social change."

More will be said about macro-analysis during the first class meeting.

Except for the first class meeting we'll strive to maintain a certain structure to the class sessions. We will be planning the class to include certain givens for each class. A given is something we'll try to do in every class. These givens are:

| | |
|---|---|
| Business/Agenda | 5 min. |
| Evaluation | 5 min. |
| Break | 5 min. |
| Buffer-time | 10 min. |
| | 25 min. |

Thus out of a total of 2 1/2 hours for each class (150 min.), 25 minutes will be set aside for "class maintenance, repair, R and R, etc." The structure for the other 125 minutes will be explained during the first meeting.

Requirements:

Texts - (1) Catherine Lerza and Michael Jacobson, eds. Food for People, Not for Profit, 1975.

(2) Jim Hightower, Eat Your Heart Out, 1975.

Grading - The following is the "contract" for receiving a B grade in the class (chronologically):

1. Completing a personal objectives form (to be explained in class).

2. Class attendance is probably the most essential requirement for the course. The great majority of the learning will happen in class. Attendance is fundamental to the macroanalysis approach. YOU ARE AN IMPORTANT MEMBER OF THE CLASS! WE ALL WANT YOU HERE! Thus we are requiring attendance at all class meetings. We will allow one absence with a legitimate excuse. Any other absences with a legitimate or illegitimate excuse will be allowed but there will be a make-up or an alternative "something" to substitute for the missed session.

3. Problem/Solution Paper: Over the duration of the course we will be presenting three problems/issues that we would like you to discuss from a solution perspective. The discussion for each should be at least three typewritten (double-spaced) pages or its equivalent.

4. My Action Profile: Towards the end of the course we would like you to reflect on: the course (every aspect); your objectives for taking the course; the staff objectives; your occupation; role in society...synthesize this around the following focus: How can I work towards solutions to food issues; what can I do; can I be an effective change agent using food issues as a vehicle.

This profile should take the form of a paper of approximately six typewritten (double-spaced) pages or its equivalent.

5. Course Evaluation: This is the only formal feedback that we receive from you thus we are requiring you to complete an evaluation which will be administered during the last class meeting.

The following is the "contract" for an A:

1. Everything for a B

2. You may choose one of two options. Either option can be done individually or in groups. Whichever option is chosen, a written proposal should be submitted by Monday, May 10th. Proposals will be discussed with you.

We are fully aware of the intensiveness of the Spring term, thus although the following two options sound formidable we are open to designing either option to fit your wants, our wants and the restrictions of the term.

Option 1: Food Issue Analysis

This entails in-depth research on an issue of particular interest to the student using any resource (e.g. books, journals, films, videotapes, interviews). The student is encouraged to seek out as many different resources and perspectives on the issues as possible. The final product should be a written report

of a maximum of fifteen typewritten (double-spaced) pages. The report should include the student's own analysis of the issue based on the synthesis of the student's research. Included in the report should be an annotated bibliography of the resource material and the people that were consulted.

Option 2:

This involves participation in some form of food action related activity, for example, involvement with a food coop, food action group; a survey, e.g. supermarket survey of prices; media production (radio, T.V., newspaper); game/simulation design; planning/implementing food issues/nutrition education program/ activities; or even designing a meal/menu that includes consideration of nutrition, cost, production, energy, etc.; also the "Action Ideas" in Food for People, Not for Profit, pp. 407-427. The final product of the project should be in some recorded form, i.e. on paper, tape, film, etc.

Final Note:

The "Food Issues" course is an enjoyable experience for us. We are pleased to teach it. It's enjoyable because it's a learning experience for us. As with all fields of knowledge, learning is constant especially regarding food issues. We see ourselves and you, the student, as resources. The course is a means of maximizing all our resources, talents, ideas, etc. through sharing and support.

We do not see ourselves as authorities, or people with the right or best answers, but we do see ourselves as educators in the sense of providing the opportunity to learn about a set of issues, concerns, etc. that are of major importance to all of us.

# WORLD FOOD SITUATION

Anita Anand
Ed Charle
Fall, 1976
M, 7-9 p.m.
Th, 7-10 p.m.

(interdisciplinary)
Ohio University
Athens, Ohio

Purpose of the Course: This course is designed to help the student:

a. develop a theoretical frame of reference within which to understand the world food situation;
b. identify the form and functions of the various issues involved in the food problem; and
c. perceive the interrelatedness of these various issues.

Evaluation Method:

| | | |
|---|---|---|
| 1. | Mid-term (take home on third session) | 20% |
| 2. | Final (take home on 12th session) | 30% |
| 3. | Term Project | 30% |
| 4. | Class Participation | 20% |

Instructors

Anand, Anita (UCM)
Baasel, Bill (Eng.)
Bain, Nancy (Geo.)
Cavender, Jim (Bot.)
Charle, Edwin (Eco.)
Gagliano, Felix (Gov.)
Jordan, Don (Hist.)
Kim, Sung Ho (Gov.)
Koshal, Rajindar (Eco.)
Krebs, Girard (Soc.)
Kuhre, Carol (UCM)
Lewis, Mary Ann (Home Ec.)
Overby, Charles (Eng.)
Pettiford, Lindi (Black St.)
Pietersi, Cosmo (Black St.)
Rhodes, Robert (Black St.)
Rovner, Jerry (Zoo.)
Sheak, Bob (Soc.)
Stitzlein, John (Ag. Ext. Of.)
Sullivan, Betty (Home Ec.)
Wade, Ann (Home Ec.)
Walters, Bob (Geo.)
Witters, Weldon (Zoo.)

## SCHEDULE

### Session I

Film: "Beyond the Next Harvest." The film documents the growing food crisis around the world outlining recent global developments leading to the current worldwide food shortage and proposes realistic alternatives to mass hunger. Visual statements of world hunger, interviews with the 1975 World Food Conference delegates and factual narration mesh to show that survival is no

Session II

Historical Perspectives: Relationships between imperialism and colonialism, utilization and distribution of resources of so called Third World countries with resultant phenomena of unequivalent change. Colonialism's one-crop economies and implications for land devastation and poverty. Forms of dependence under neocolonialism and what they mean for material and spiritual conditions of exploited countries. Racism as a by-product of, and justification for further impoverishment. (Linda Pettiford) Sept. 27

Session III

Food Production and Distribution Systems in the Western World: The effects of corporate invasion of agriculture on the traditional family farm. The limits of application of technology to agriculture. The domination of nature - western cultural hegemony. (Jerry Krebs) Sept 30

Session IV

East Asian Agriculture: China & Japan:

I. Traditional intensive style of agriculture: scarcity of land; problems of growing season; intensive use of labor; work functions; social organization of family farming unit (patriarchal); hierarchic deficiencies in the traditional pattern by the 20th century.

II. Modern Innovations in the Intensive Agricultural Pattern:
   A. Japan
      Modernization of non-labor inputs (i.e. chemical fertilizers, irrigation mechanization, land reform in post World War II Japan), and trend toward cooperative agriculture.
   B. China
      Socialization of labor; farming and related agricultural projects; priority of agriculture vis-a-vis the industrial sector; goal of mechanization by 1980. (Jordan) Oct. 4

Session V

Food Production and Distribution Systems in the Third World: Comparative analysis of agrarian reform in the Third World. (Robert Rhodes) Oct. 7

Session VI

Land, Water and Weather: A general overview of basic climatic patterns and controls and the effects in the changes of these. Theories on whether climatic change is permanent or cyclic will be discussed. (Walters) Oct. 11

Session VII

Soil, Health and Nutrition: Relationship between 1) soil

fertility and health of plant, animal, and man, and 2) nutrition and physical and mental well being. (Cavender) Oct. 14

Session VIII

Overview of Nutrition and Food Technology: Requirements in human nutrition including a discussion of the basic nutrients, food sources and factors in their utilization. Food habits and nutritional status of the U.S. population with emphasis upon trends in food consumption and nutrition related health problems. The adequacy of the food supply, enrichment and fortification practices and the effects of processing on nutritional quality. Programs to improve nutrition of the population. (Sullivan, Lewis and Wade) Oct. 18

Session IX

Nutrition and Malnutrition: Ecology of nutrition disease. Special discussion of the nutrients lacking in areas with high malnutrition rates and the causes and effects of malnutrition on physical and mental development of the human body. Nutritional solutions to malnourishment. (Wade and Sullivan) Oct. 21

Session X

Pollutants, Nutrition and Population: The effects of pollutants on nutrition and population in general. (Witters) Oct. 25

Session XI

Mid-term and film. Oct. 28

Session XII

Technology and Food Production: Energy and food production - the green revolution and appropriate technology and their relationship to food production. (Overby) Nov. 1

Session XIII

Population factor: Human Population Growth

1. The problem: Why there is a Population Crisis
2. What is being done - family planning, food, environmental protection
3. What needs to be done - aid, education, coercion

(Rovner and Bain) Nov. 18

Session XIV

Multinational Corporations and Their Impact on Developing/Underdeveloped Countries An overview of the various radical critiques concerning the impact of U.S. corporations and government on the underdeveloped countries. (Bob Sheak) Nov. 8

Session XV

The Economics of Development: The conflict between economic growth and distributional equity in respect to:

1. technological change
2. urbanization
3. population growth
4. educational goals
5. resources: limits to growth/ widening in equities?

Session XV (cont.)
(Ed Charle and Raj Koshal) Nov. 11

Session XVI
The Politics of Development: (Gagliano) Nov. 15

Session XVII
The Ethics of Development: The various issues will be discussed:
The measure of a quality of life and its relations to the optimal population of the world;
relationship between the size of population and the quality of life;
relationships between developed and underdeveloped areas and the quality of life;
proper method of sharing the world's resources: food, energy, etc;
possibility of non-growth (population) society; and
the meaning of a realistic utopian society, etc.
(Baasel) Nov. 18

Session XVIII
Food Issues as Portrayed Through the Arts: Selections of slides of art works through the ages. Collection of poems depicting the problem. (Cosmo Pietersi) Nov. 22

Session XIX
International Action: The role of the UN and various governmental organizations in solving the problem. (Kim) Private/ relief organizations and the psychology of aid. (Kuhre and Anand) Nov. 29

Session XX
Local and National Action: The role of the agricultural extension agency, with respect to national agricultural policies. Local (Appalachia) programs conducted by the Tri-county Community Action Agency. (Stitzlein and CAA Staff) Dec. 2

Session XXI
Term projects Dec. 6

Session XXII
Rap up Dec. 9

READINGS

The two required texts, "Food for People, Not for Profit" and "Bread for the World" deal with various aspects of the Food Problem. They should be read through as soon as possible to enable you to get an overview and a specific view of the issues. Your will find the readings in both texts to be very helpful for almost all presentations.

## RESERVE ROOM

Books and pamphlets have been put on reserve in the Reserve Room in Alden Library (3rd floor). There are two or three copies of each reading (pamphlets, and some books) and most of them are on reserve for library use only, with the exception of books. It will be helpful if you complete the relevant readings before each session as they serve as background materials for each presentation.

### Colonialism and Imperialism

1. Memmi, Albert, "The Colonizer and the Colonized", 1965
   a) Does the Colonial Exist? pp. 3-18
   b) Mythical Portrait of the Colonized. pp. 79-89
   c) The Two Answers of the Colonized. pp. 119-141
2. Chamberlain, M.E., "New Imperialism"

### Agriculture/Agribusiness

1. Barnes, Peter, "The People's Land"
2. Campbell & Wade, "Society and Environment"
3. Commoner, Barry, "The Closing Circle"
4. Heady, "Size, Structure, and Future of Farms"
5. Leiss, "The Domination of Nature"
6. Read "Food for People, Not for Profit" (especially Parts I & VI)
7. Food Task Force Fact Sheet Series: The Food Industry

### Weather

1. Schneider, Stephen H. "Is There Really a Food-Climate Crisis?"
2. Tischbein, Heather, "What's Happened to the Weather" Countryside, Sept., 1976, Vol. 60, No. 9

### Nutrition and Diet

1. Lappe, F.M. "Diet for a Small Planet"
2. National Dairy Council, Some Aspects of Protein Nutrition. Dairy Council Digest
3. Borgstrom, G. "Principles of Food Science" Vol. 1, Chapters 2 & 3
4. Castro, J. de "The Geography of Hunger"
5. Devades, R.P. "Social & Cultural Factors Influencing Malnutrition"
6. Gifft, H.H. et. al. "Nutrition, Behavior & Change"

### Soil, Health, and Nutrition

1. Hornard, Albert "Soil & Health" - 631.46 H84
2. Balfour, Eve "The Living Soil"
3. Price, Weston A. "Nutrition & Physical Degeneration" - 613.2 p94
4. Wrench, G.T. "The Wheel of Health" - RM 216 W 945 W5

### Appropriate Technology

1. Steinhart, J.S. & C.E. "Energy Use in the U.S. Food System" Science, April 19, 1974
2. Greenland, D.J. "Bring the Green Revolution to the Shifting Cultivator" Science, November 28, 1975.

3. Brown, Lester R. "The World Food Prospect" Science, December 12, 1975.
4. Khan, A. U. & Duff, B. "Development of Agricultural Mechanization Technologies at the International Rice Research Institute" Paper No. 72-02 (Revised) IRRI, Phillipines, January, 1973.

Population

1. Ehrlich, Paul R. "The Population Bomb" Chapter I: The Problem: Too Many People pp. 17-35; Too Little Food pp. 36-45; Chapter 3: What is Being Done - Family Planning & Other Failures pp. 81-94; Multiplying Bread pp. 95-109; Chapter 4: What Needs to Be Done - Getting Our House In Order pp. 131-157; Realism & International Aid pp. 158-173.

Multinational Corporations

1. Barnet, Richard & Mueller, Ronald "Global Reach".
2. Frank, Andre Gunder "An Open Letter About Chile to Arnold Harberger & Milton Friedman" (Pamphlet).

General

1. Eberstadt, Nick "Myths of the Food Crisis" The New York Review of Books, Vol. XXIII, No. 2, February 19, 1976.
2. Workshop Reports (preliminary) "The World Food Conference of 1976", Ames, Iowa. June 27 - July 1, 1976.
3. "Things to Come": The World Food Crisis - The Way Out. The United Nations World Food Conference, 1974.
4. Sommer, Peter, "General Systems" This article is on p. 40 of the article titled Anarchist Cities by Colin Ward. Undercurrents, No. 10, 1975.
5. "Ignored in Rome: The Radical View" (A second opinion on the World Food Conference, Rome, 1974. Resurgence, Vol. 6, No. 4, July 4, 1975.
6. Elliot, Dave & Stoneman, Conn "The Future of Alternative Technology" Resurgence, Vol. 6, No. 1, 1975.
7. Singer, Paul "More is Sometimes Less" Ceres, May - June 1975.
8. Abercombie, K. G. "Who Are They, Where Are They?" Ceres, May - June, 1975.
9. Katz, Robert "The Will to Survive" Ceres, May - June 1975.
10. Kingue, Michel Doo "The Three Types of Poverty" Ceres, May - June, 1975.
11. Ceres, May - June, 1975. "The Face of Poverty".
12. Gergen & Gergen "What Other Nations Hear When the Eagle Screams" Psychology Today, June 1974.
13. Moyer, William & Haines, Pamela "How We Cause World Hunger" Win, Jan., 1975.
14. Wade, Nicholas "Sahelian Drought: No Victory for Western Aid" Science, Vol. 185, 19 July 1974.
15. Gleckman, Harris "Food as A Weapon in Foreign Policy" Self-Education Packet, July 1975, American Friends Service Committee (AFSC).
16. Warhaftig, Alan Matt "Famine in Africa: No Act of God" The Nation, Feb., 1975.
17. Weather Underground, "Imperialism - Hunger".

18. Gleckman, Harris & Krushnic, Richard "U.S. Food Strategy and the Third World" Self-Education Packet, April 1975, AFSC.
19. Blobaum, Roger "People's Agriculture in China, Why China Doesn't Starve?" Ramparts, July 1975.
20. Morris, David & Friend, Gail "Neighborhood Food Systems" Institute of Local Self-Reliance, "Energy, Agriculture, and Neighborhood Food Systems" 1975.
21. Cox, Jeff "Factory Farming Is Not Effective" Organic Gardening and Farming, June 1973.
22. Schwartz, Mark "How Efficient Is Mechanized Agriculture?" Organic Gardening and Farming, October 1973.
23. Krushnic, Richard, and Gleckman, Harris "What Is the Power Center of Agribusiness?" Self-Education Packet, July 1975.
24. Harvey, Mary "Agribusiness and the Food Crisis" Article in a Corporate Information Center Brief, National Council of Churches, Nov., 1974.
25. Dennis, Robin & Landsness, Ruthanne "Economics of Hunger", Science for the People, March 1975.
26. Lazar, Ed "A Decentralist Approach to the World Food Crisis".

# WORLD HUNGER: POPULATION AND FOOD SUPPLIES

John R. Moore
Assistants:
John Curtis, Jr.
Teri Tracy
Spring, 1976

Dept. of Agricultural Economics
University of Maryland
College Park, Maryland

Course Objective:

The objective of this course is to provide students with the facts and theory necessary for understanding and analyzing the world food problem and its implications.

TEXTS:

(1) Lester Brown & Erik Eckholm, By Bread Alone. New York: Praeger Publishers, Inc., 1974.

(2) Economic Research Service, The World Food Situation and Prospects to 1985. Washington, D.C.: U.S. Department of Agriculture, 1974 (hereinafter referred to as USDA).

(3) Philip Abelson (ed.), Food: Politics, Economics Nutrition and Research. Washington, D.C.: American Association for the Advancement of Science, 1975 (hereinafter referred to as AAAS).

Examinations:

| | |
|---|---|
| 1st Mid-Term | -30% |
| 2nd Mid-Term | -30% |
| Final | -40% |

Course Outline
(Follows Brown's format)

1. Overview: The changing face of food scarcity - Parson Malthus and views on population and food supplies.

Reading Assignments:

(1) AAAS, World Food: A Perspective, pp. 8-16 (Poleman)
(2) AAAS, Difficult Issues Underlying Food Problems, pp. 22-28 (Walters)

Part One - Dimensions of the Problem

2. History and Geography of Malnutrition
   a) The evaluation of agriculture - from hunter to herder to farmer to urbanite
   b) What man eats - foods of the world; geography and production trends; factor proportions, comparative advantage and trade
   c) Famine in human history - they are often manmade
   d) Nutritional needs - essential nutrients and their sources, common nutritional deficiency diseases
   e) Effects of malnutrition
   f) Nutrition today
   g) Management of famine relief

Reading Assignments:

(1) AAAS, Nutrition and Infection in National Development, pp. 69-73 (Latham)
(2) USDA, pp. 48-52
(3) AAAS, Management of Famine Relief, pp. 79-83 (Mayer)

3. Population and Affluence
   a) Impact of population growth - population growth rates around the world, population structure and projection
   b) Impact of rising affluence - concept of demand and income elasticity of demand, income distribution and Lorenz curves, variation of income among countries and through time, Engles law and its implications
   c) Affluence and livestock products
   d) Global demand trends
   e) Price as a rationer of foods - price elasticities of demand
   f) Tastes and changes in taste

Reading Assignments:

(1) USDA, pp. 75-79

4. Ecological Undermining of Food Systems
   a) The advancing Sahara
   b) Deforestation, flooding, and silting
   c) Eutrophication of lakes and streams
   d) Environmentally induced illnesses
   e) Endangered species
   f) Inadvertent climate modification
   g) Counting the costs

5. Growing Global Food Insecurity
    a) Index of world food security
    b) Dependence on the North American breadbasket
    c) Redefining famine
    d) Declining food assistance
    e) Climatic vulnerable - wind belts of the world, Bryson and other theorists
    f) Global politics of food scarcity

Reading Assignments:

(1) AAAS, The Great Food Fumble, pp. 1-7 (Sanderson)
(2) USDA, pp. 40-47
(3) AAAS, Weather Variability, Climatic Change, and Grain Production, pp. 43-49 (Thompson)
(4) USDA, pp. 71-74

## Part Two - Four Basic Resources

Introduction: Economics of Food Production and Marketing
    a) Production function and shifts in it
    b) Factor and product prices and levels of input
    c) Spatial and temporal price equilibrium
    d) Concept of economic man and best alternative opportunity
    e) Economic rents, land prices, and production
    f) Long supply and demand

6. Land for Food
    a) The area-to-yield transition
    b) Expanding the cultivated area
    c) Raising output per acre
    d) Loss of arable land
    e) Multiple cropping and fallowing

Reading Assignments:

(1) AAAS, Tropical Agroecosystems, pp. 103-110 (Janzen)
(2) USDA, pp. 58-60

7. Bread and Water
    a) Development of irrigation
    b) Irrigation today
    c) Irrigation and the green revolution
    d) More ambitious interventions
    e) Water from the seas?
    f) Future prospects

Reading Assignments:

(1) USDA, pp. 69-71

8. Energy and Agriculture
   a) Energy intensity of food systems
   b) Energy and land productivity
   c) Energy and labor productivity
   d) Conserving energy in food systems
   e) Establishing global energy priorities

Reading Assignments:

(1) AAAS, Energy Use in the U.S. Food System, pp. 33-42 (Steinharts)
(2) AAAS, Food Production and the Energy Crisis, pp. 121-127 (Pimentel, et al)

9. The Role of Fertilizer
   a) Fertilizer and world food output
   b) Boom and bust cycles
   c) Fertilizer production and raw materials
   d) The distribution question
   e) Future prospects

Reading Assignments:

(1) USDA, pp. 60-69

## Part Three - Areas of Concern and Hope

10. The Green Revolution: Opportunity Lost?
   a) The new seeds
   b) Across national boundries
   c) Impact of the new seeds
   d) New potentials for multiple cropping
   e) Distributing the benefits
   f) Assessments and prospects

Reading Assignments:

(1) AAAS, Food Production: Technology and the Resource Base, pp. 85-94 (Wittwer)
(2) AAAS, International Agricultural Research, pp. 91-95 (Wade)
(3) AAAS, Rice Breeding and World Food Production, pp. 95-98 (Jennings)
(4) AAAS, Our Vanishing Genetic Resources, pp. 157-160 (Harlan)
(5) AAAS, Nitrogen Fixation Research: A Key to World Food?, pp. 178-188 (Hardy & Havelka)
(6) USDA, pp. 64-69

11. Deep Trouble in Oceanic Fisheries
   a) Fish in the world food economy
   b) Trends in world fish catch
   c) Competition among countries

d) The Northwest Atlantic fishery
e) The Peruvian Anchovy fishery
f) Fish farming; status and prospects
g) Pollution of oceanic fisheries
h) Cooperative management of oceanic fisheries

12. Non-conventional Food Sources
a) High-protein cereals
b) Breeding new crops
c) Designing new foods
d) Panaceas of the past
e) Food fortification
f) Single-cell protein
g) Feeding fertilizer to cattle

Part Four- Responses

13. Putting on the Demographic Brakes
a) Understanding the problem
b) Family-planning services
c) Meeting social needs
d) Economic and social policies
e) A proposed stabilization timetable

14. Simplifying Diets - Diet for a Small Planet
a) Economy, ecology, and health
b) Vegetable oils for animal protein
c) Eliminating waste

15. Hunger and employment: Mutual Solutions?
a) Unemployment: trends and causes
b) Unrealized agronomic potential
c) A people-oriented development strategy
d) Appropriate technologies
e) Agrarian reform
f) Rural public works

Reading Assignments:

(1) AAAS, Institutional Obstacles to Expansion of World Food Production, pp. 17-22 (Crosson)

16. Alleviating Insecurity: Special Measures
a) A food reserve
b) Assured access to food supplies
c) Critical food needs
d) Concessional food sales?
e) Food for development
f) Agricultural research needs

Reading Assignments:

(1) USDA, pp. 53-57

Part Five - Toward Century's End

17. Case Studies on the Food Problem in LDCs
    a) India
    b) China

Reading Assignments:

(1) AAAS, India: A Perspective on the Food Situation, pp. 49-57 (Gavan & Dixon)
(2) AAAS, Agriculture in China, pp. 57-63 (Sprague)

18. Complexity, Change, Leadership
    a) Future food prospects - projecting production and population on a finite planet
        (1) FAO Methodology
        (2) Heady, et al, Methodology
        (3) U.S. Department of Agriculture Methodology
        (4) Limits to Growth (Meadows)
        (5) World Dynamics (Forrester)
        (6) Doomsday Syndrome (Maddox)
    b) "Fourth World" focus
    c) Reordering priorities - economics of rationing, subsidies, AID
    d) The moral dimension
    e) The challenge to leadership - World Food Conference

Reading Assignments:

(1) USDA, pp. 84-90

19. Wrap Up

# POLICY FORMATION

# FARM AND FOOD POLICIES

Kenneth L. Robinson
Fall 1975

Dept. of Agricultural Economics
Cornell University
Ithaca, New York

## Course Outline

I. Introduction

A. Scope of Course -- topics covered

B. Objectives -- emphasis on tracing through the economic consequences of alternative courses of action

II. Public Problems Related to Food and Agriculture

A. Food Problems -- issues in food policies

1. Availability -- adequacy of production; high income vs. low income countries

2. Cost -- prices of farm products; marketing and distribution costs; performance of marketing institutions

3. Nutrition -- quality of farm products; current deficiencies; role of advertising and promotion

4. Safety -- residues, chemical additives, etc.

B. Farm Problems

1. Excess Capacity -- the major problem of the 1950s and 1960s

2. Unstable Prices -- the result of unpredictable shifts in supply and demand

3. Lagging Incomes -- the poverty problem in agriculture

4. Farm Structure -- the loss of family farms; possibilities of agribusiness ownership and control

III. Evolution of Farm and Food Policies -- United States

A. Economic, Social and Political Conditions Leading to Government Intervention

B. Inertia in Government Programs

C. Recent Changes in the Economic and Political Environment and the Potential Effect on Future Policies

IV. The U.S. Farm Problem

A. History -- relatively unfavorable price relationships, 1950s and 1960s; reasons for improvements in the terms of trade since 1972

B. Prospects for the Future

1. Relative Prices -- prospective changes in domestic and export demands; scope for increasing production

2. Instability -- the problem of residual suppliers

3. Farm Incomes -- causes of the income lag

4. Structure of Agriculture -- the size distribution of farms; ownership and control of agriculture

V. Policies and Programs Designed to Increase Agricultural Output and Efficiency

A. Subsidized Research and Education -- economic effects of improvements in agricultural technology on:

1. Farmers -- early adopters vs. late adopters or those unable to take advantage of new technology

2. Nonfarm Public -- food costs; social costs of adjustments in agriculture

B. Subsidized Inputs -- land development, irrigation, fertilizer, credit, etc.

C. Incentives -- guaranteed or target prices

VI. Policies and Programs Designed to Deal With the Problems of Excess Capacity and Relatively Low Prices

A. Farm Price Supports in the United States

VI. A. (Cont.) 1. Commodities Supported -- reasons for selective supports in the U.S.

2. Levels of Support -- the parity formula; discretionary authority vs. mandated support levels incorporated in legislation; economic consequences of changing support levels

3. Making Supports Effective -- price-support loans and storage; purchase programs; target or guaranteed prices and deficiency payments; the distribution of payments among farmers

B. Supply-Adjustment Programs

1. Acreage Allotments -- tobacco, rice and peanuts

2. Set-aside or Land Retirement Programs -- general vs. specific commodities -- wheat, cotton and feed grain programs of the 1960s

3. Marketing or Sales Quotas -- proposed but not adopted

VII. Policies and Programs Designed to Deal With the Problem of Price Instability

A. Objectives of Stabilization Programs -- effect of instability on producers and consumers

B. Storage or Reserve Policies -- current issues

1. What Commodities, How Much and When to Store -- size of stocks; acquisition and selling rules

2. Who Should Store and Where -- government vs. private storage; potential role of food deficit or importing nations

C. Export Controls -- impact on domestic vs. international prices

D. Marketing Boards -- monopoly selling organizations; the Australian and Canadian wheat boards; the Nigerian cocoa marketing board

VIII. Food Aid Programs Abroad

A. Potential Need for Food Aid -- projections of food deficits -- where they are likely to occur

B. The U.S. P.L. 480 Program

1. Objectives -- surplus disposal; market development; economic assistance; emergency aid, etc.

2. Recipient Countries -- strategic vs. humanitarian considerations in allocating food aid

3. Commodities Involved and Quantities Exported Under Different Titles

C. Political and Economic Limits to the Expansion of Food Aid Shipments; Bilateral vs. Multinational Food Aid Programs; Fertilizer vs. Food

IX. Agricultural Protection and Trade Policy Issues

A. Scope and Types of Protection

1. Tariffs -- fixed and ad valorem

2. Variable Levies -- the EEC support method for grains and livestock products

3. Quotas or Quantitative Import Restrictions

4. Compulsory Mixing

5. Health Regulations

B. Economic Consequences of Altering the Level of Protection

1. Domestic Producers -- effect of freer trade on U.S. farmers

2. Consumers -- economic costs of protection in the U.S. and in Europe

3. Residual Suppliers -- criticisms of EEC policies

C. The Politics of Trade Negotiations -- results of the "Kennedy-Round" trade talks and subsequent negotiations

X. International Commodity Agreements

A. Export Problems of Less Developed Countries -- unstable prices; slow growth of demand; threat of substitutes

B. Objectives of Commodity Agreements -- stabilization vs. income transfers to LDC's

C. Types of Agreements

1. Buffer Stocks -- the international tin agreement

2. Sales or Export Quotas -- coffee and sugar

3. Multilateral Contracts -- the international grains arrangement

4. Bilaterial Agreements with Selected Suppliers -- the U.S. Sugar Act and the Commonwealth Sugar Agreement

D. Economic Consequences of Commodity Agreements

E. Political Problems Encountered in Attempting to Negotiate and Enforce Agreements; Requirements for Success

XI. Multiple Price Plans and Marketing Orders

A. Principles -- conditions under which producers can expect to gain from price discrimination

1. Separate Markets with Differing Elasticities of Demand

2. Control Over Supply -- the capacity to restrict supplies in one market and divert to another market or product

B. Practical Applications

1. Certificate Program for Wheat; Maintaining Domestic Prices Above Export Prices

2. Marketing Orders -- milk, fruits and vegetables

C. Economic Consequences of Marketing Orders

1. Gains to Producers -- political and economic limits to raising prices; long-run vs. short-run gains; potential adverse effect on non-regulated producers

2. Costs and Benefits to Consumers

XII. Structural Policies

A. Attempts to Influence the Size-Distribution, Ownership and Control of Farms in the United States

A. 1. Credit Programs -- emphasis on preserving "family farms"

2. Tenure Legislation -- absence of restrictions on corporate ownership or on renting or selling land

B. The "Small Farm" Problem in Europe

1. Objectives of Recent Policies -- attempts to encourage the consolidation of farms

2. Policy Instruments -- retirement benefits; government intervention in the land market, etc.

XIII. Rural Welfare and Poverty Programs

A. The Rural Poverty Problem in the U.S. -- characteristics of the rural poor; geographical concentration; reasons for neglect

B. Policy Alternatives -- programs which have been proposed or adopted in an attempt to alleviate or eliminate rural poverty

1. Increasing Job Opportunities -- rural development and credit programs

2. Education and Training

3. Subsidized Services -- health, housing, etc.

4. Income Transfers -- welfare payments; the proposed "negative income tax"

C. Political and Administrative Problems Associated with Rural Poverty Programs; Local Opposition; Fragmentation and Dispersion of Programs

XIV. Subsidized Food Programs

A. The Food and Nutrition Problem in the U.S. -- extent of hunger and malnutrition; results of surveys; causes of poor nutrition

B. Current Food Subsidy Programs -- cost and effectiveness

1. Direct Distribution -- mainly surplus commodities acquired as a result of support programs or "Section 32" purchases

2. Food Stamps -- number of participants, net cost, etc.

XIV. B. 3. Child Nutrition -- school lunches, infant feeding program, etc.

C. The Politics of Food Programs -- criticisms of USDA administration; proposals for reform

XV. The Politics of Food and Agriculture in the United States

A. Characteristics of the U.S. Political System -- regional or local interests vs. national interests; rural over-presentation; reasons for the "status quo" bias; emphasis on short-run policies; etc.

B. Role of Various Groups in Making Policy Decisions

1. Unorganized Public -- the "voters"

2. Organized Interest Groups -- farm organizations; commodity groups; cooperatives; consumer groups, etc.

3. The President, His Advisers, and the Secretary of Agriculture

4. Congress -- key committee chairmen; composition of the agricultural committees; building coalitions in floor votes

C. Changes in the Political Environment and the Potential Effect of Such Changes on Future Food and Farm Policies

Reading Assignments and Discussion Topics

1st week (Sept. 2-5) — Farm and Food Policy Issues -- the current policy environment; conflicting policy objectives; when and why changes in farm and food policies have occurred; existing government activities relating to food and agriculture

Required:

Scope and Cost of Government Programs Relating to Food and Agriculture in the United States (mimeographed)

Food for People -- Not For Profit
Brown and Eckholm, "The Changing Face of Food Scarcity," pp. 219-230; Appendix 1, "Citizens Food Policy," pp. 429-432

2nd week (Sept. 9-12) — The U.S. Farm Problem -- reasons for the "income lag" in agriculture; recent changes in U.S. agriculture; gains and losses from improvements in technology; criticisms of the U.S.D.A. and the Land Grant Colleges

Required:

The U.S. Farm Problem (mimeographed)

W. W. Cochrane, The City Man's Guide to the Farm Problem, pp. 58-71 and 110-123 (Reserve HD 1761 C66C)

Recent Changes in U.S. Agriculture, Economic Report of the President, 1974 (mimeographed)

M. Slattery, Relative Incomes of Farmers: Some International Comparisons (mimeographed)

J. R. Bellerby, The Economic Position of Agriculture (mimeographed)

Hightower & deMarco, "Hard Tomatoes, Hard Times," Food for People, pp. 389-399.

3rd week (Sept. 16-19) — U.S. Commodity Programs: commodities supported, levels of support, and methods of making supports effective; public costs and the distribution of benefits under payment programs

Required:

Agricultural Commodity Programs (mimeographed)

The Agriculture and Consumer Protection Act of 1973 (mimeographed)

Farm Programs Involving the Use of Direct or Compensatory Payments (mimeographed)

Distribution of Benefits Under U.S. Payment Programs (mimeographed)

Supplementary:

Agricultural Policy in an Affluent Society (ed. by Ruttan, Waldo and Houck), pp. 99-115 (HD 1761 R98)

4th week (Sept. 23-26) — Costs and Fffectiveness of Alternative Methods of Controlling the Supply of Farm Products -- acreage allotments, land retirement schemes and marketing quotas

Required:

W. W. Cochrane, The City Man's Guide to the Farm Problem, pp. 124-138 (HD 1761 C66C)

Cost and Effectiveness of Supply Adjustment Programs in the United States (mimeographed)

E. W. Learn, Marketing Quotas (mimeographed)

Supplementary:

D. E. Hathaway, Government and Agriculture, Ch. 12, pp. 296-330 (HD 1761 H36)

5th week (Sept. 30-Oct. 3) — Storage or Reserve Policies: Causes of Recent Price Instability--current policy issues with respect to storage; costs and benefits of a public storage program

Required:

Storage Policies for Farm Products (mimeographed)

E. L. Butz, Current Government Policy With Respect to Storage (mimeographed)

W. W. Cochrane, Feast or Famine: The Uncertain World of Food and Agriculture and Its Policy Implications for the United States, National Planning Assoc. Report No. 136, Feb. 1974, pp. 1-19 (pamphlet on reserve)

U.S.D.A., The World Food Situation and Prospects to 1985, For. Ag. Econ. Report No. 98, pp. 40-47(Reserve)

Supplementary:

Tomek and Robinson, Agricultural Product Prices, pp. 281-286 (HD 9000 T 65)

6th week (Oct. 7-10) — Food Aid: Benefits and Limitations of the U.S. P.L. 480 Program -- potential food aid needs and the role of the U.S. in meeting such needs

**1st Prelim (Exam): Tuesday, October 7**

Required:

Scope and Limitations of U.S. Food Aid Programs (mimeographed)

U.S.D.A., The World Food Situation and Prospects to 1985, For. Ag. Econ. Report No. 98, 48-57 (Reserve)

Food For People
D. Balz, "Food for Peace--or Politics?" pp. 273-278
C. Lerza, "The World Food Conference: A Summary," pp. 279-281 and 286; skim pp.282-285

Supplementary:

L. R. Brown and E. P. Eckholm, By Bread Alone, Ch. 16, pp. 226-237

Francis Moore Lappe, "The Banality of Hunger," Food For People, pp. 230-244

7th week (Oct. 14-17) — Agricultural Protection and Trade Policies -- tariffs, import restrictions and variable levies; the EEC system of protecting agriculture

Required:

Agricultural Protection and Trade Policies (mimeographed)

J. F. Hudson, The Common Agricultural Policy of the European Community (mimeographed)

Supplementary:

D. Gale Johnson, "Agriculture and Foreign Economic Policy," in Agricultural Policy in an Affluent Society (ed. by Ruttan, Waldo and Houck), pp. 264-281 (HD 1761 R98)

8th week (Oct. 21-24) — International Commodity Agreements; World Sugar Policies

Required:

J. A. Pincus, What Policy for Commodities? (mimeographed)

International Commodity Arrangements (mimeographed)

World Sugar Policies (mimeographed)

9th week (Oct. 28-31) — Price Discrimination, Marketing Orders and Marketing Boards -- economic consequences of marketing orders for fruit and vegetables; issues involved in pricing milk

Required:

Principles of Multiple Pricing (mimeographed)

Marketing Orders and Marketing Boards, Bargaining in Agriculture, North Central Regional Extension Publication 30, University of Missouri, June 1971, pp. 34-44 (HH 219)

Economic Consequences of Marketing Orders (mimeographed)

10th week (Nov. 4-7) — Structural Policies -- corporate farms in the U.S.; attempts to preserve family-type farms; policies designed to deal with the "small farm" problem in Europe

2nd Prelim (Exam): Tuesday, November 4

Required:

R. Blobaum, "Wresting Agriculture from Corporate Farmers," Food for People, pp. 82-87.

Preserving the Family Farm -- Land Tenure and Credit Policies in the United States (mimeographed)

D. Bergmann, A Critical Examination of Recent Structural Policy in Northwest Europe (mimeographed)

11th week (Nov. 11-14) — Rural Welfare and Poverty Programs -- reasons for general neglect of the rural poor; limitations of existing rural development and income maintenance programs; the politics of poverty

Required:

W. W. Cochrane, The City Man's Guide to the Farm Problem, Chs. 11-13, pp. 177-226 (HD 1761 C66C)

Agricultural Policy in an Affluent Society, (ed. by Ruttan, Waldo and Houck), pp. 226-241 (HD 1761 R98)

Rural Development Programs (mimeographed)

Supplementary:

L. Tweeten, Foundations of Farm Policy, Chs. 12-14, pp. 361-457 (HD 1761 T97)

12th week (Nov. 18-21) — Domestic Food Subsidy Programs -- criticisms of existing programs; economic effects of the Food Stamp and Child Nutrition programs; the politics of food subsidies

Required:

N. Kotz, Let Them Fat Promises -- The Politics of Hunger in America, Ch. IV, pp. 44-64 (HD 9006 K87)

Domestic Food Subsidy Programs (mimeographed)

Food for People, pp. 291-319

13th and 14th weeks (Nov. 25-Dec. 5) — The Politics of Food and Agriculture -- role of various groups in making policy decisions; key committees and the attitude of committee chairmen; scope for administrative discretion; effect of changes in the economic and political environment on future policy decisions

Required:

W. W. Cochrane, The City Man's Guide to the Farm Problem, Ch. 9, pp. 139-154 (HD 1761 C66C)

The Politics of Agriculture (mimeographed)

N. Kotz, Let Them Fat Promises, Ch. VI, pp. 84-102 (HD 9006 K87)

The Politics of Congressional Budget Review (mimeographed)

C. Holden, "Is America Due for a National Food Policy?", Food for People, pp. 399-406

Supplementary:

Agricultural Policy in an Affluent Society (ed. by Ruttan, Waldo and Houck) pp. 63-68, 129-154 and 255-263 (HD 1761 R98)

| Examination and Grades | Approximate weight in final grade undergrad | grad students |
|---|---|---|
| 1st Prelim - Tues., Oct. 7 | 30 | 25 |
| 2nd Prelim - Tues., Nov. 4 | 30 | 25 |
| Final Examination | 40 | 30 |
| Term paper (grad students only)* | ___ | 20 |
| | 100 | 100 |

*Due Wednesday, December 10, 1975; decide on a topic and submit a brief outline by October 31st.

Recommended book for supplemental reading:

Food for People -- Not for Profit, edited by Catherine Lerza and Michael Jacobson

Assistant: Mr. Jackie Karunasekera, Warren 42.

# FOOD, FAMINE, AND INTERNATIONAL LAW

Robert L. Bard*
Spring, 1975

School of Law
University of Texas
Austin, Texas

## Course Outline

### I. Books and Materials for the Course

The following books are to be purchased:

a) Borghese, Pacem in Maribus
b) Heilbroner, An Inquiry Into the Human Prospect
c) Brown, By Bread Alone

### II. Course Organization

The course will consist of three segments:

a) Food from the Sea
b) World Hunger and Famine
c) Symposium on the Role of Meat in the World Food Picture.

### III. Course Requirements

Class members will be required to undertake a number of tasks and are encouraged to undertake an additional task.

With respect to the Food from the Sea component, each student will prepare a position paper and participate in and critique the negotiation of an International Convention on Living Resources of the Sea (see Section IV for further details). For the World Hunger and Famine component, each student will be responsible for developing a reading list and leading a class discussion on a particular topic. And in conjunction with the Meat Symposium, students will be given responsibility for developing one of the major components of the Symposium, and they will be given the opportunity if they so desire, to actually participate in the Symposium

* Robert L. Bard is Professor of Law at the University of Connecticut. This course was taught while he was a visiting professor at the University of Texas School of Law.

by making an oral presentation in the area they are responsible for.

Further details of these requirements will be found in the detailed outline of each of the seminar's components.

IV. Food from the Sea

The Food from the Sea component will occupy eight weeks of the semester. It will include a field trip to the University of Texas Marine Experimental Station at Port Aransas.

A. Required Work

The written requirements for the Food from the Sea component of the course will focus upon the negotiation of a New Convention for the Living Resources of the Sea. Each class member will choose one of the following countries or organizations to represent.

1) United States
2) U.S.S.R.
3) China
4) Iceland
5) Portugal
6) Great Britain
7) India
8) Peru
9) The Food and Agriculture Organization
10) The International Association of Commercial Fishermen

The negotiations will commence from the point reached at the Law of the Sea Conference in Caracas, Venezuela, June 20-Aug. 29, 1974. The country representative is responsible for learning all relevant information that might affect each countries' position on fishing rights. And each class member will prepare a briefing paper which could serve as instructions to that country's delegation at a Law of the Sea conference. These papers must be submitted to me by February 21. Negotiations will be conducted during the week of February 24. Since no classes will be held that week the seminar's regular classroom will be available every evening during this week. It might prove helpful for countries with similar interests to form coalitions. Any agreement reached by a majority of the countries represented will be deemed adopted.

All negotiations must be completed by February 28, and the convention submitted to me by March 2. Thereafter it will be distributed to all member of the class, together with the briefing papers of every country or organization. Based upon the briefing papers and the agreement, class members will write a critique of the success of each country or organization in achieving its objectives and

the overall effectiveness of the convention with respect to its effectiveness in assuring maximum production of food from the sea, and the equitable distribution of the earnings from fishing and agriculture among the world's citizens. The class of March 4 will be devoted to a general critique of the convention and the negotiating process.

B. Class Schedule and Readings For Food From the Sea

The following abbreviations will be used to identify particular sources of reading materials.

1) P. M. - E. Borghese, Pacem in Maribus
2) New Directions - Churchill, Simmonds, Welsh, New Directions in the Law of the Sea - III
3) Wenk - Wenk, The Politics of the Oceans
4) Burke - Burke, Ocean Sciences, Technology and Law
5) Koers - Koers, International Regulation of Marine Fisheries
6) Colombos - Colombos, International Law of the Sea
7) Regime - Gamble, Pontecorvo, Law of the Sea, The Emerging Regime of the Oceans
8) Logues - The Fate of the Oceans

Basic Readings

The following materials provide general background and should be read prior to any substantive class discussions.

a) State Dept., Report on Law of the Sea Conference.
b) Borghese & Ritchie-Calder, Critique of Law of the Sea Conference
c) Wenk, Ch. 1
d) P. M., pp. XI-XXXIV
e) Burke, pp. 9-41

Schedule of Class Discussions and Readings Pertinent Thereto

1) Week 1 -(Jan. 14) - General discussion of course organization and of research techniques required for the seminar's work.
2) Weeks 2-5 -(Jan. 21-Feb. 11)

Our concern during these four classes is to determine those legal arrangements best able to maximize the production of food from the seas and to achieve an equitable and politically acceptable distribution of the economic benefits of fishing and agriculture. We will then view these

optimum arrangements in the context of other non-food objectives with respect to the oceans. These discussions should form the background for the negotiation of the Living Resource Convention. We will cover the following topics, based upon the indicated readings.

a) Ecology of the Oceans

i) P.M. - pp. 1-24, Ch. 7
ii) New Directions - Ch. 4

b) Economics of Fishing and Agriculture

i) Koers - Ch. 1
ii) New Directions - Ch. 6,7

c) Legal Regime for Ocean Living Resources

i) Existing Legal Regime
a) New Directions - Ch. 1,2
b) Colombos - pp. 426-449
c) Koers - Ch. IV

ii) Major Challenges to Existing Regime
a) Emerging Regime - Ch. 2
b) New Directions - Ch. 5,14
c) Koers - pp. 229-277

iii) Varying Possible "Ownership" Arrangements for Living Resources
a) P.M. - Ch. 11,12,13
b) Fishing Case

iv) Conflicting Ocean Uses
a) Burke - pp. 9-39
b) Wenk - pp. 253-258

v) New Ocean Regimes
a) Logue - pp. 79-99
b) P.M. - pp. 331-358
c) Koers - Ch. VI

3) Week 6 (Feb. 21-22) - Field trip to Port Aransas.
4) Week 7 (Feb. 24-28) - Negotiation of Living Resources Convention.
5) Week 8 (March 4) - Critique of Negotiated Convention on Living Resources.

V. World Hunger and Famine

A. General Format and Class Member Responsibilities

This component of the seminar will cover five weeks. The basic format will be class discussions led by a University of

Texas professor as assisted by those class members assigned to each weeks discussion. The designated class members will be responsible for developing reading lists and questions for the sessions for which they are responsible. The readings and questions will be developed in conjunction with the University of Texas professor designated as the resource person and discussion leader for that session. The reading lists and questions are to be presented to me (Prof. Bard) by the dates indicated in the class schedules set forth in Section B below, and to be discussed with me at a conference at the times indicated in Section B. The reading lists and questions and the materials are to be put on reserve by the responsible class members, again as indicated in Section B.

B. Class Schedules and Time Tables for Class Members' Work

1. Class 9 (March 11) - Maximizing Food Production in Developed Countries.

   a) Resource Person - Prof. Irving Speer (Botany)

   b) Work Schedule
      1) Conference with resource person - no later than Feb. 10
      2) Submission date for reading list and questions - Feb. 24
      3) Conference with Prof. Bard - Feb. 26
      4) Reading list available and materials placed on reserve - March 4

2. Class 10 (March 18) - Maximizing Food Production of Developing Countries

   a) Resource Person - Prof. Tomas Januzzi, Center for Asian Studies.

   b) Work Schedule
      1) Conference with resource person - no later than Feb. 17
      2) Submission date for reading list and questions - March 3
      3) Conference with Prof. Bard - March 5
      4) Reading list available and materials placed on reserve - March 11

3. Class 11 - (April 1) - Population Control vs. Economic Development

   a) Resource Person - Prof. Harley Browning, University of Texas Population Institute

b) Work Schedule
   1) Conference with resource person - no later than Feb. 24
   2) Submission date for reading list and questions - March 10
   3) Conference with Prof. Bard - March 12
   4) Reading list available and materials on reserve - March 18

4. Class 12 - (April 8) - International Responses-Controlling Long Term Hunger and Short Term Famines

   a) Resource Person - Prof. Bard, Law

   b) Work Schedule
      1) Conference with resource person - no later than March 3
      2) Submission date for reading list and questions - March 17
      3) Conference with Prof. Bard - March 19
      4) Reading list available and materials on reserve - March 31

5. Class 13 (April 15) - Is the Chinese Model the Only Hope?

   a) Resource Person - Prof. Charles Green, Chinese Studies

   b) Work Schedule
      1) Conference with resource person - no later than March 10
      2) Submission date for reading list and questions - March 31
      3) Conference with Prof. Bard - April 2
      4) Reading list available and materials on reserve April 8

VI. Meat Symposium

A. Required Work

A public symposium on the role of meat eating and meat production on world hunger will be held at the University of Texas Law School during the week of April 21. Each class member will act as program coordinator for one of the major topics of the symposium. As such, working with Prof. Bard and Dean Fullerton, the class members will help identify issues, locate potential speakers and help with the arrangements necessary for developing that aspect of the program. On a voluntary basis, class members are invited to participate in the symposium by acting as commentators upon the

formal papers on the topic, which they have helped organize to present at the symposium. Since a major effort will be made to publish papers and comments presented at the symposium, it will be helpful if class member comments are reduced to writing.

B. Class Schedule

1. Class 14 (Week of April 21) - Meat Symposium

   No class meetings. Class members will attend symposium.

2. Class 15 (April 28) - Critique of Symposium

   No reading assignments. General discussion of topics covered at symposium.

# POLICY TASK FORCE
# THE WORLD FOOD CRISIS

Thomas Weiss
Spring, 1975
M, 8-10 p.m.

Woodrow Wilson School of Public
and International Affairs
Princeton University
Princeton, New Jersey

"The evidence now before us -- of a world which can produce automobiles, television sets, etc., at greater speed than the increase in population, but is simultaneously menanced by mass starvation -- is disturbing."
N. Georges-Roegen, The Entropy Law and the Economic Process

As was originally stated in the description of the Policy Task Force (PTF), we will be concerned with the technical and moral details of food production and consumption, as well as the beaucratic politics of the most recent UN discussion of this subject, the World Food Conference in November 1974. The goal of this course is to learn about the "is" of the world food situation, to clarify thinking about the "ought to be," and finally to reconcile -- in policy terms -- as far as possible the trade offs between desirability and feasibility.

The course will not be excessively structured, because I would like to incorporate as many of your interests as possible in weekly discussions. However, there follows an overview outline of the semester and some basic readings. There are several concepts necessary for an intelligent discussion of food policy, and I believe that a minimum of structure is necessary to organize our discussions most productively.

Each participant will take part in one of two task forces -- one with a macro view of the planet and the other with a perspective closer to home -- whose respective assignments will be:

1) a criticism of and alternative to the basic policy documents of the World Food Conference that were prepared by several international secretariats; or
2) an evaluation and alternative to the existing food consumption patterns of Princeton University.

Students should give considerable thought to their preferences before the first meeting of the PTF on Monday, 3 February, because you must decide upon your choice at that time.

## Course Outline and Required Reading

1. Week of 3 Feb. - The World Food Situation: An Overview
   Lester Brown, By Bread Alone.
2. Week of 10 Feb. - An Alternative International Morality
   "Resolutions" adopted by the Sixth Special Session of the General Assembly on Raw Materials and Development, May, 1974.
   Peter Singer, "Famine, Affluence, and Morality," Philosophy and Public Affairs, vol. I, no. 3, Spring, 1972, pp. 229-243.
   Dennis Goulet, A New Moral Order (New York: Orbis Books, 1974).
3. Week of 17 Feb. - The World Food Conference: its view on food problems. Assessment of the world food situation, past and present, mimeo.
4. Week of 24 Feb. - The World Food Conference: its action proposals. The world food problem, proposals for national and international action, mimeo.
5. Week of 3 March - An Interdependent World
   R. Buckminister Fuller, Operating Manual for Spaceship Earth (New York: Simon and Schuster, 1972).
   Ervin Laszlo, A Strategy for the Future (New York: Braziller, 1974).
   Saul H. Mendlovitz and Thomas G. Weiss, "The Study of Peace and Justice: Toward a Framework for Global Discussion," mimeo.
6. Week of 10 March - Alternatives to Ever-increased Production
   Edward Schumacher, Small is Beautiful: Economics as if People Mattered (New York: Harper, 1974).
   Francis Moore Lappe, Diet for a Small Planet.
   John and Carol E. Steinhart, "Energy Use in the U.S. Food System," Science, vol. 184, 19 April 1974, pp. 307-316.
7. Week of 17 March - Bureaucratic Politics and the World Food Conference.
8. Week of 7 April - Presentation by PTF 1
9. Week of 14 April - Presentation by PTF 2
10. Week of 21 April - Criticism of PTFs
11. Week of 28 April - The Individual and Social Change
    Doris Lessing, The Summer Before the Dawn (New York: Ballantine, 1974).

## Supplementary Reading List

1. Willard Cochrane, The World Food Problem, A Guardedly Optimistic View, (New York: Thomas Y. Crowell Company, Inc., 1969).
2. Iowa State University Center for Agricultural and Economic Development, Alternatives for Balancing World Food Production and Needs, (Ames: The Iowa State University Press, 1967).

3. William Paddock and Paul Paddock, Famine 1975! American Decision: Who Will Survive?
4. Lester Brown, World Without Borders, (New York: Random House 1972).
5. Carlo M. Cipolla, The Economic History of World Population, (Baltimore: Penguin Books, 1970).
6. Donella H. Meadows, et al., The Limits to Growth.
7. Institute of Ecology, Man in the Living Environment, (Madison: University of Wisconsin Press, 1972).
8. National Academy of Sciences - National Research Council, Resources and Man, (San Francisco: W.H. Freeman and Company, 1969).
9. Panel on the World Food Supply, "The World Food Problems, A Report of the President's Science Advisory Committee," The White House, September 1967, 3 volumes.
10. F.A.O., "Provisional Indicative World Plan for Agricultural Development," Rome, August 1969. 3 volume main report plus regional studies.
11. F.A.O., "Agricultural Commodity Projections, 1970-1980," vol. I & II, 1971.
12. Lyle P. Schertz, "Economics of Protein Improvement Programs in the Lower Income Countries," USDA/US-AID. Foreign Economic Development Report II, July 1971.
13. Jules Janick, et al., Plant Agriculture - Readings from Scientific American, (San Francisco: W.H. Freeman & Company, 1970).
14. Jules Janick, et al., Plant Science - An Introduction to World Crops, (San Francisco: W.H. Freeman & Company, 1969).
15. Helen Guthrie, Introductory Nutrition, 2nd ed., (St. Louis: The C.V. Mosby Co., 1971).
16. Michael Allaby, Who Will Eat? (London: Tom Stacey, Ltd., 1972).
17. P.R. Ehrlich, A.H. Ehrlich, and John P. Holdren, Human Ecology - Problems and Solutions, (San Francisco: W.H. Freeman & Company, 1973).
18. John Moore, et al., Indian Foodgrain Marketing, (New Delhi: Prentice-Hall, India, 1973).

# WORLD FOOD RFSOURCES AND POLICIES

Howard R. Cottam
Spring, 1976
W 7:55-10:25 p.m.

School of International Service
American University
Washington, D.C.

## A. DESCRIPTION

This seminar aims to develop professional understanding of all aspects of world food problems, policies and prospects in the context of global interdependence.

Through group discussion of current food facts and problems this seminar will analyze the public policy dilemmas that constrain efforts toward global nutritional adequacy. More than resource scarcities or technological inadequacies, policies determine the extent of hunger and starvation. Incentives are pervasively necessary everywhere to produce food while free play of market forces fails to nourish everyone everywhere adequately. This is the fundamental global food policy dilemma.

The context will be multi-disciplinary and international; the approach, integrated social policy. Current and long-term food supply and demand will be analyzed in relation to resources, population, environment, nutrition, politics and ethics.

Current events as well as historical antecedents will be important to the seminar dialogue. Consequences of the World Food Conference and the new institutions it generated will constitute the prime case study.

Topics listed below will be dealt with during the semester but not necessarily in the sequence listed. Current events or fortuitious availability of guest speakers may justify deviation from the schedule. Practicing professionals will be invited periodically to lecture and to exchange facts and ideas with students.

Short written comments on key concepts or issues are invited. One topic should be selected soon for independent research and class presentation. A final examination and occasional short tests are anticipated.

## B. SELFCTED REFERENCES

The following books and pamphlets should be acquired (total cost under $20.00)

1) Science, May 9, 1975 (entire issue on food).
2) D. Gale Johnson, World Food Problems and Prospects,
3) Lester R. Brown, with Erik Eckholm, By Bread Alone.
4) James W. Howe, et al, The U.S. and World Development Agenda for Action, 1975.

5) Lary Minear, New Hope for the Hungry?
6) Thomas W. Wilson, World Food: The Political Dimension, Aspen Institute for Humanistic Studies, 1974.
7) The Planetary Bargain: Proposals for a New International Economic Order to Meet Human Needs, Aspen Institute, 1975.

Other documents will be distributed at the seminar: e.g.

8) The World Food Situation and Prospects to 1985, Economic Research Service, U.S. Dept. of Agriculture, 1974.
9) W. David Hopper, To Conquer Hunger: Opportunity and Political Will, International Development Research Center, 1975, p. 24.
10) Declaration on Food and Population, Population Crisis Committee, 1974, pp. 1-3.
11) Lester R. Brown, The Politics and Responsibility of the North American Breadbasket, Worldwatch Paper 2, Oct., 1975, p. 43.
12) FAO Commodity Review and Outlook, 1974-75 Ch. II "Towards World Food Security: International Approaches to Food Stocks," pp. 37-53.
13) David Piemental et al, "Energy and Land Constraints in Food Protein Production" in Science, Vol. 190, Nov. 1975, pp. 754-61.
14) Howard R. Cottam, "The World Food Conference", in Journal of the American Dietetic Association, Vol. 66. No. 4, April, 1975, pp. 333-337.
15) To Nourish Humanity: Summary Proceedings of a Symposium on World Food and Population, The American University, October 7, 1974, p. 24.
16) Martin M. McLaughlin, "World Food Insecurity: Has Anything Happened Since Rome?," Overseas Development Council Communique No. 27, 1975.
17) Global Issue: Hunger, National Association for Student Affairs (NAFSA), 1860 19th St. NW, Washington, D.C.
18) Food and Population, Victor Bostrum Fund, Report No. 19, 1974.
19) Herbert R. Kotter, "Some Observations on the Basic Principles and General Strategy Underlying Integrated Rural Development" in Monthly Bulletin of Agricultural Economics and Statistics, Vol. 23, No. 4, FAO/UN, Rome, 1974.

You may want to acquire some of the following which are on Library Reserve:

a) Alan Berg, The Nutrition Factor.
b) George Bergstrom, World Food Resources.
c) E. F. Schumacker, Small is Beautiful: Economics as if People Mattered.

d) Vernon L. Sorenson & Larry G. Hamm, "Food and Food Policy in the Industrial Nations," in Current History, Vol. 68, No. 406, June 1975, pp. 241-244 and 273-274.
e) Fishery Development for the Future, Food and Agricultural Organization, Rome, Italy, 1975.
f) The Agribusiness Council, Agricultural Initiative in the Third World, Lexington Books, Lexington, Kentucky, 1975.
g) UN World Food Conference, The World Food Problem: Proposals for International Action, UN, 1974.
h) UN World Food Conference, Assessment of the World Food Situation, UN, 1974.
i) National Academy of Sciences, Agricultural Production Efficiency, NAS, Washington, D.C., 1975.
j) L. Blakeslee, Earl Heady and C. F. Framingham, World Food Production, Demand and Trade, Iowa State University Press, Ames, Iowa, 1973.
k) D. Gale Johnson and John A. Schnittker, U.S. Agriculture in a World Context, Praeger, New York, 1974.
l) Lawrence Hewes, Rural Development: World Frontiers, Iowa State U. Press, Iowa, 1974.
m) Mosiac, "Special Issue on Food", Vol. VI, No. 3, May-June, 1975, National Science Foundation, Washington, D.C.
n) George Brandow, "American Agricultural Capacity to Meet Future Demands: in American Journal of Agricultural Economics, Vol. 56, No. 5, Dec., 1974, pp. 1093-1102.
o) James P. Houck, "Some Economic Aspects of Agricultural Regulation and Stabilization", American Journal of Agricultural Economics, Vol. 56, No. 5, Dec. 1974, pp. 1113-1124.
p) Jean Mayer, "Coping With Famine", in Foreign Affairs, Vol. 53, No. 1, Oct. 1974, pp. 98-120.
q) Uma Lele, The Design of Rural Development: Lessons From Africa, John Hopkins, 1975.

C. COURSE OUTLINE AND ASSIGNMENTS

1. Orientation and Overview: World Food Situation

Read (16) McLaughlin pp. 1-11; (2) Johnson pp. 1-77; (5) Minear pp. 5-30; (3) Brown & Eckholm pp. 3-16; (1) Science pp. 503-518; and 524-530; (9) Hopper pp. 2-24; (4) Howe pp. 1-71; (10) Declaration; (18) Food and Population pp. 3-6.

In preparation for multidisciplinary analysis of global food problems, policies and prospects the first session will identify key issues, concepts and trends. Inadequate information being a major contraint to cooperative effort, sources of data and analytical approaches will be presented. Divergent views of optimism and of pessimism, of callousness and concern, of wishful thinking and ignorance will be assessed.

- What are the roots of the world food crisis?
- Is global nutritional adequacy a valid goal, morally, politically, technically, ecologically?
- How can ideological systems of free-market incentives and planned-economics be harmonized to achieve this goal which was universally accepted at the World Food Conference?
- How can demand for food, which is determined by numbers on people, affluence, poverty, and food habits, be equated with supplies?
- Are resources (land, water, minerals, etc) adequate to feed forseeable human populations?
- Can output of food be increased adequately by technology to meet demand?
- What policies and institutions are needed to achieve global nutritional adequacy?
- What should be the U.S. role in feeding the world? Should food be used as a weapon?
- Is triage a valid approach?

2. International Organization and Policies

Read: (7) Planetary Bargain pp. 3-31; (1) Science pp. 519-530; (5) Minear pp. 52-109; (g) UN World Food Conference; (f) Agribusiness Council pp. ix-13; (8) FRS/USDA #98 pp. 84-90, (14) Cottam pp. 333-337; (15) American University Symposium pp. 1-24; (18) Marei, pp. 7-9; (j) Blakeslee et al, pp. 3-16.

This session will provide background of international cooperation toward global nutritional adequacy from IIA in 1905 to FAO/UN in 1945 and to the World Food Council in 1975. The importance of food policies as well as resources and technology is epitomized in the call for a new economic order at UN Special General Assemblies and for a global food policy at the World Food Conference.

- How does the international economic order relate to food problems?
- Are human needs a valid basis to revise global economic and political institutions?
- What organizations, institutions, treaties, agreements and trade practices relate to global food problems?
- Review the background of international cooperation in agriculture.
- Why was a World Food Conference held outside FAO/UN in 1974?
- What results at WFC and what progress since?
- What role should private welfare and non-government organizations play in feeding the world?
- What should be the role of agribusiness in feeding the world? Should it assist with development? Should it manage global trade with relative freedom from international or national controls?

3. Nutrition and Consumption Policies

Read: (3) Brown & Eckholm pp. 19-34; (1) Science pp. 557-570; (g) WFC pp. 456-518; (8) ERS Report No.98 pp. 48-51; (a) pp. 1-8 and 195-210.

Agreed global standards and coordinated national nutritional policies are basic to fulfillment of the goal of enough food for every person everywhere. While vulnerable groups such as children, mothers and the aged require special attention, working adults and others warrant consideration as well. Institutional feeding, food fortification, sanitation, storage, food preservation and transportation can not only improve diets, but also reduce waste and hence augment food availabilities. Distributive technology and farming practices are vital to optimizing nutrition.

- What is good nutrition? How does it relate to food habits? Compare the importance of calories and protein.
- Why is it important that everyone everywhere have enough food to develop physically and mentally: How widespread and how deep is that conviction?
- How extensive is malnutrition? Where and among what groups is it highest? Why?
- Do governments have effective nutrition policies?
- How do international organizations deal with nutrition (FAO, WHO, UNICEF, IBRD, PAG)?
- Are there technological breakthroughs in sight that promise better nutrition soon?
- What progress is there in food standards, consumer education and protection?
- Why has so little been done to conserve food waste from production to consumption? What could be done?

4. Demand for Food; Population, Affluence, Poverty and Ethics

Read: (10) Declaration pp. 1-3; (18) Food & Population: Harrar pp. 3-6, Borlaug pp. 23-25; (3) Brown & Eckholm pp. 35-44; (8) ERS Report No. 98 pp. 75-83; (4) Howe pp. 55-71

This session will examine food requirements attributable to population growth and income distribution (affluence and poverty) both in context of ethical and humanitarian considerations. Effective demand in the market place, differential cultural preferences and basic nutritional needs call for better information and analysis than presently available.

- The number of people is clearly the main determinant of food requirements but income distribution also affects demand. How?
- Poverty is the main cause of hunger but there are other reasons. What are some of them?

- What are the trends in population growth, national policies, international cooperation in family planning and attitudes toward birth control?
- What are the pros and cons of triage, life-boat ethics and genetic control?
- U.S. per capita consumption of grain is nearly five times as much as Asian use. Explain.
- Assess the effectiveness of changes in U.S. eating habits on achieving global nutritional adequacy.

5. Food Supply: Trends and Projections

Read: (8) ERS Report No. 98 pp. 1-39; Blakeslee et al pp. 17-90; (e) FAO Fisheries pp. 1-15; (h) WFC Assessment pp. 1-9.

Food availabilities depend upon production and distribution which are constrained by various factors including resources, technology and policies. Topics to be considered include: land, water, fisheries, energy, fertilizer, pesticides, seed, credit, machinery, technology, research, education, training, investment, conservation and waste. To increase production where most needed (in the poorer developing countries) technological capabilities must be assessed as well as the institutional arrangements to get new practices understood and adopted. Poorer countries require assistance.

- Why are cereals so important as food? What are the magnitudes of global cereal requirements? How are statistics prepared? How are projections and forecasts made? What are the trends?
- Compare the production and supplies of food in the developed and developing countries. What are the main regional differences in food supplies?
- How do prices and policies affect food production?
- Describe the transport constraints on food supplies.
- What international machinery exists to improve knowledge of food availabilities?

6. Food Supply: Resources and Requisites

Read: (b) Borgstrom, pp. 9-108; (8) ERS Report No. 98 pp. 58-74; (3) Brown pp. 75-132; (c) Schumaker 13-22, 102-117.

Fortunately, many of the resources upon which agriculture depends are renewable through photosynthesis which, nevertheless, requires sunlight, water and plant food including minerals. Here we shall examine the resource constraints on food supplies. Especially in the longer term, ecological considerations are pertinent.

- To develop agricultural resources what inputs are essential?

- To what extent is capital for investment a constraint in meeting the goal of global nutritional adequacy.
- How much will predictable environmental constraints impede agricultural output?
- Describe the costs of developing new land, water and other resources to increase food production?
- Are finite limits of resources definable?
- What ethical considerations are pertinent to increased uses of fuel, fertilizer and pesticides to produce food?
- To what extent do small farms maximize or minimize resource utilization?
- How do nations consult on resource utilization?

7. Food Supply: Technology

Read: (13) Piemental et al, pp. 754-61; (i) National Academy of Science pp. 1-19; (1) Science pp. 579-649; (3) Brown 133-178; (f) Agribusiness Council pp. 91-105.

The Green Revolution has suggested ways that resources can be utilized much more efficiently, but there is no certainty that increases in production can keep pace with rising demand. Not only is research required but also education and training (known as extension) are necessary to apply knowledge to increase food production, processing, and distribution.

- Has the Green Revolution failed?
- Can "science make our dreams come true" about food?
- What are the pros and cons of genetic improvement?
- What and where are the regional research centers established by the Consulatative Group for International Agricultural Research?
- How does agribusiness facilitate dissemination of agricultural technology?
- Describe the role of "agricultural extension" - in getting farmers to understand and adopt new farm practices.

8. Integrated Rural Development

Read: (1) Hewes pp. xi-xxviii; (1) Science pp. 541-556; (19) Kotter pp. 1-12; (g) Uma Lele, pp. 3-21, 175-196.

Critical food problems center principally in the less-developed, largely rural regions of Asia, Africa and Latin America. The physical resources seem adequate for prosperous agriculture but the human condition has not overcome the obstacles of malnutrition, disease, ignorance and an exploitative distribution system. To transform the socio-economic context of these emerging countries toward satisfaction of basic human needs development should be balanced or integrated. Better nutrition, disease control, and family planning are inter-related and in turn depend inter alia, upon technology, fertilizers, pesticides, credit, markets, agrarian reform, and planning. Development of human resources and institutions is as important as having physical re-

sources. Landless peasants and small farmers require special attention.

- What are the elements of the concept "integrated rural development"? How should they be dealt with by governments, and international organizations?
- Why is the rural population of the developing world so disproportionally malnourished?
- How is "agrarian reform" pertinent to rural development?
- How can "cooperatives" assist rural development (credit, marketing rural industries, etc.)?
- Compare efficiency of small farms and corporate farms.
- Compare efficiency and equality in the rural development approaches in various countries: China, Japan, India, Tanzania, etc.
- What are the functions of the various international agencies and commissions: UNGA, FAO, IBRD, UNDP, WFP, GGFPI, CGIAR?
- Review the international effort and mechanisms to finance rural development leading to the International Fund for Agricultural Development.

9. World Food Security

Read: (12) FAO Commodity Review & Outlook 1974-5 pp. 37-55; (3) Brown & Eckholm pp. 58-74 and 226-240; (1) Science pp. 571-579; Howe pp. 72-85; (2) Johnson pp. 51-60; Mayer pp. 98-120.

In addition to increased output in the developing countries, the World Food Conference called for national undertakings to assure food, particularly grain supplies, for everyone everywhere. The new system requires about 50 million tons of nationally-held stockpiles of grain, internationally coordinated to assure price stability. In addition, the World Food Conference called for ten million tons of grain for food aid. It concluded that poor nations will need financial assistance for storage and purchases and that an agreed global food policy and collective planning are essential.

- Review the background on international mechanisms to provide world food security.
- Compare three aspects of the concept: emergency food assistance, food aid and reserves for stability.
- What are the "undertakings" of governments in the World Food Security system?
- Why is food information such a key aspect of the system? What new arrangements are being developed to improve timely and accurate information by FAO/UN, World Bank and private foundations?
- What are the main differences in attitudes of U.S., EEC and OPEC countries toward food reserves?
- How does UN deal with emergencies, with food aid for development and with other aspects of world food security?

10. Trade, Stabilization, and Adjustment

Read: (8) ERS Report No. 98, pp. 1-31; (11) Brown's Politics pp. 5-43; (d) Sorenson & Hamm, pp. 241-244 & 273-74; (l) Science, pp. 503-509. (k) Johnson-Schnittker, pp. v-vii and 1-26; (o) Houck pp. 1113-1124

Trade in agricultural commodities not only fosters sharing resources among countries but it also increases interdependence. International agricultural adjustment is an FAO/UN concept of harmonization of national policies in a manner that permits developing countries to export commodities they produce and to import others they need. The policies of the developed countries are especially complex and important to the objective of global nutritional adequacy.

- Describe the process of grain marketing from U.S. farms to foreign importers. Compare it with Canada, EEC and USSR.
- Describe regional differences in food availabilities on the one hand and trade capabilities on the other.
- How are world trade matters dealt with by governments?
- Compare GATT and UNCTAD in the context of the global nutritional adequacy goal.
- The concept of international agricultural adjustment - harmonization of national policies and international objectives - was devised by FAO. Describe its implications in relation to the goal of global nutritional adequacy.

11. Policies and Politics

Read: (6) Wilson pp. 1-44; (11) Brown's Politics, pp. 5-43; (a) Hopper pp. 2-24.

Underlying the policies of governments, agribusiness, welfare agencies and international entities, is politics. The nation-state is the basic sovereign unit but groupings of nations and functional arrangements of commercial and professional cultural groups are increasingly pertinent to an interdependent world. Policies of nations, international organizations, non-governmental agencies and multi-national corporations will be discussed.

- In relation to the goal of global nutritional adequacy how could free enterprise and centrally-planned economics be reconciled? Why is an agreed world food policy needed?
- Compare big-power food politics.
- Does U.S. have a food policy that is precise and definite enough to bargain globally? Do other countries?
- How is food policy made in a country? Compare the roles of farmers, consumers, agribusiness, welfare agencies, churches, labor organizations, environmentalists, etc.

- In terms of feeding everyone everywhere how would you compare the importance of resources, technology and policies?
- What are the major dilemmas in public food policy?

POLITICAL ECONOMY

# APPROACHES TO A POLITICAL ECONOMY OF FOOD

Lance Taylor
Spring, 1976
T, 4-6

Dept. of Economics
Massachusetts Institute
of Technology
Cambridge, Massachusetts

Undergraduate (graduate enrollment permitted with permission of graduate advisor).

The course deals with the transformation and modernization of non-Western food economies around the world in the modern period. In particular, it concerns the impact of modern commercial and industrial food systems on traditional food economies.

After a brief survey of the current world food situation, the syllabus reviews some main typologies of food economies. Major emphasis is placed on the political economy of food in the third world, including the colonial and post-colonial periods, and their integration into a world market. The final section concerns comparison of responses and proposed remedies for the world food situation.

Course Rationale

This course differs from other offerings in this area in several ways. These include:

a. a strong emphasis on the historical character and context of the present world food situation, particularly with regard to the emergence of institutional and structural aspects of this situation that significantly affect the availability, production and distribution of food resources.
b. an effort to highlight what are important developmental (e.g. rural, infrastructural, or political) aspects to the problem of food supply, and by implication, of hunger and malnutrition.
c. a focus on non-Western aspects of the response and responsibility in regard to the food crisis: e.g. what inhibits or generates appropriate responses to the food situation within the situation of a developing country.
d. an emphasis on the interdisciplinary aspect of the food issue, including a spectrum of social, policy and engineering sciences.
e. an emphasis on a working knowledge of important elements of the food situation from the view-point of the interested layperson, rather than the specialist or professionally involved.

## I. Introduction to the Current World Food Situation

This section will provide an overview of the contemporary food situation. It will outline three major areas of concern: what is known about the world supply of food; its human nutritional significance; and the broad currents of public policy today intended to meet the problems of food deficit.

Feb. 3rd: Orientation to course: requirements; readings; related matters introduced by staff.

Topic: Global Distribution of Food Resources: issues and problems.

Speaker: Dr. Lance Taylor
Reading: T.T. Poleman, "World Food: A Perspective" Science, 9 May 1975.
Additional references: Georg Borgstrom, World Food Resources (I, III, V, VI, IX); Alan Berg, The Nutrition Factor, (Chap. 1); M.K. Bennett et al., The Rice Economy of Monsoon Asia, 1941.

Feb. 10th: Topic: Human Nutritional Requirements; Physiological Consequences of Malnutrition, and Contemporary Responses to the Food Crisis. (Review of field experiences to date.)

Speaker: Dr. Nevin Scrimshaw
Reading: to be recommended by speaker
Additional Readings: 1) in International Journal of Health Services, "Analysis of Traditional Strategies to Combat World Hunger and Their Results," vol. 5, no. 1. 2) from National Academy of Sciences, "On the State of Man," by Philip Handler, Sept. 1974. 3) Taylor, Lance, "The Misconstrued Crisis: Lester Brown & World Food" (mimeo).

## II. Case Studies of Food Production and Distribution

This section will initiate the more analytic content of the course. Section II explores via case-studies major types of food economies by which human communities have adapted a social and natural environment to produce and distribute food requirements. The cases will be examined for what they indicate to be the costs and benefits of different approaches to the society in question.

Feb. 17th: Topic: Primitive Subsistence and Peasant Surplus Economies.

Speaker: Dr. Eric Wolf or Dr. Wilma Wetterstrom
Readings: to be one of the following: Wolf, Eric, "Introduction" to Stanley Diamond's In Search of the Primitive; ibid., Peasants. Dalton, George, Primitive, Archaic and Modern Economies, pp. 3-26; Shanin, Teodor, "The Nature and Logic of Peasant Economies," in Journal of Peasant Studies, vol. I, no. 1, Oct. 1973; Smith,Carol, "Network Exchanges of Food in China and Guatemala" (xerox); Steward, Julian H., Theory of Cultural Change, 1955; Geertz, Clifford, Agricultural Involution, 1963.

Feb. 24th: Topic: Industrialized Market Economies. Case Study: the United States.

Speaker: to be determined
Reading: to be recommended by speaker
Additional Readings: Steinhart, Carol. "Energy in the US Food System," in Food: Politics, Economics, Nutrition and Research, ed. Philip Abelson, 1975. Additional readings will be distributed as available.

March 2nd: Topic: Planned Economies. Case Study: China

Speaker: Dr. Tunney Lee or Dr. Joseph Wray
Reading: Buchanan, Keith, Transformation of the Chinese Earth, Praeger, 1970. Parts 6, 9.
Additional Reading: Stavis, Ben, "China's Green Revolution", Monthly Review, Oct. 1974; Wray, Joseph, "Child Care in the People's Republic of China," Pediatrics, vol. 55, no. 4,5 (April, March 1975).

III. The Political Economy of Food in the Third World

This section examines the issue of food sufficiency that has been raised in Section II from a historical rather than a comparative perspective. Students will investigate the dynamic elements in the contemporary food situation, from the colonial to the current period. For this reason, less emphasis will be placed on outside speakers, and more on a criticism of readings and student work, per se. Materials will be oriented to present Third World situations as the primary focus of interest.

March 9th: Topic: The Colonial Phase. Points of Emphasis: The Industrial Revolution, the Plantation Systems, and Colonial Land-tenure Systems.

(Staff)
Readings: Beckford, George, Persistent Poverty,
Additional Readings: Lehman, David, Peasants, Landlords and Governments, 1974. Examination of

the impacts of European colonial hegemonies on the food economies of their dependencies. The case study of the Caribbean plantation system will be used to identify both uniform and unique impacts of particular societies. Particular attention to consequent implications for the post-independence period.

March 16th: Topic: Agricultural Economies in the Post Colonial Period: Dynamics of modernization and limitations of strategies. Examination of the role of agriculture in the salient models and strategies of modernization in the post-war period, particularly in the independence decade of the mid-fifties to mid-sixties. Outline of major elements of modernization such as marketing, credit, irrigation, pricing and technological innovations; review of the experience in light of current criticisms of agricultural development strategies, particularly of the Green Revolution.

(Staff)
Readings: Feder, Ernesto, The Rape of the Peasantry in Latin America, Part III; Griffin, Keith, The Political Economy of Agarian Change, Chap. 3, pp. 46-79.
Additional Readings: Myrdal, Gunnar, Challenge of World Poverty; Geertz, Clifford, "Review of Myrdal" (xeroxed); Cleaver, Harry, "Will the Green Revolution Turn Red?" in Trojan Horse, ed. Steve Weissman, 1974.

(vacation March 22-28th)

Part C. Integration into a World Market.

The third part of Section III will examine assessments of major characteristic elements of the contemporary patterns of world food distribution. The section as a whole will place major emphasis on the implications of such dynamic integration for the food economies of Third World countries. Based on course-work to date and on additional readings, students will be asked to criticize the cogency of interpretations put forward by the authors.

March 30th: Topic: International Specialization of Production and Terms of Trade.

(Staff with Jagdish Bagwati)

Reading: DeJanvry, Alain, "The Political Economy of Rural Development: An Interpretation," American Journal of Agricultural Economics; Arrighi, Emmanuel, "Unequal Exchange" in Monthly Review, 1972; Amin, Samir, "End of the Debate," (response to Arrighi).

April 6th: Topic: Agribusiness and Other Multi-Nationals.

Speaker: Dr. James Austen
Reading: to be recommended by speaker(s)
Additional Readings: Conner, Cliff, "Hunger: U.S. Agribusiness and World Famine," International Socialist Review, Sept. 1974.

April 13th: Topic: Dependence and Foreign Aid (including Food Aid)

(Staff)
Readings: to be one of the following: Weissman, Steve, The Trojan Horse; Meillassoux, Claude, "Development or Exploitation: Is the Sahel Famine Good Business?" in Review of African Political Economy, August-November 1974. Cliffe, Lionel, "The Famine in Ethiopia" (ibid).

IV. Comparative Responses and Remedies

This section will return to and develop predominant lines of argument for proposed solutions to the "food crisis." Introduced in the opening meetings, this section will be prescriptive as well as descriptive: each session will focus on: 1) identification in depth of major lines of argument; 2) integration of readings and discussion in class to date in light of such proposals; and 3) analysis of experiences to date in regard to each, and their potential for the future.

April 20th Topic: Interventionist Approaches.
Emphasis is placed on approaches that are predominantly 'tactical', e.g. technically - or incrementally-oriented policies aimed at limited and/or specific target goals.

Speaker: Dr. James Levison
Readings: Solimano and Hakim, "Review of the Literature" (Xerox)

April 27th Topic: Reformist Approaches.
Emphasis placed on approaches that are intended to alter the institutional basis of a particular food economy, e.g. marketing structures, large-scale state planning, initiatives, etc.

(Staff)
Reading: Griffin, Keith, "Policy Options," from The Political Economy of Agarian Change, pp. 198-247 (Chap. 8).

May 4th: Topic: Structural Approaches.
Examination of approaches that emphasize large-scale transformations, e.g. of the state, of patterns of international trade, of patterns of consumption.

(Staff)
Reading: to be determined.

May 11th: CONCLUSION TO COURSE.
Review and discussion of semester. Review of papers.

(Staff)

# CONTEMPORARY ECONOMIC PROBLEMS OF AN INTERDEPENDENT WORLD

Secunderabad Leela
Fall, 1974

Dept. of Economics
Millersville State College
Millersville, Pennsylvania

## COURSE OBJECTIVE

It is now a common place statement to say that the world is becoming much more interdependent especially in the seventies and this tendency is likely to increase in future years.

What exactly does this imply? Greater interdependence means among other things that international relations will center around issues concerning allocation of resources, distribution of income, enormous growth of international trade; besides, economic interdependence now includes the increasingly complex international monetary system and the massive internationalization of production associated with the emergence of multinational corporations. To this must be added ecological, technological, sociological interdependence. When one takes an inventory of many kinds of ties existing among many nations, it is amazing to learn how rapidly our daily well-being is becoming increasingly dependent on the resources and cooperation of other nations. So, all these factors lead to the conclusion that any nation's capacity to improve the economic well-being of its citizens is closely associated not only to its access to foreign markets for the products it cannot produce efficiently, but also to areas as technology, energy supplies, and raw materials from abroad. If a nation cannot draw widely upon the world's resources, it will be severely handicapped in its efforts to improve the quality of life of its people, the nations of the world are drawing closer and hence what appears as a necessity, is the active cooperation of all nations.

Based upon the general statements made above, questions may be directed towards the richest industrialized nations of the world as regards to their sources of supply of resources -- raw materials, energy supplies, etc. and their bargaining position with regard to food supply, technological know-how, etc. Are then countries self-sufficient with regard to many of their raw materials? If not, is it possible for these to become self-sufficient with technological break-throughs; if so, what would be the economic implications in reference to cost of production, cost of living, etc.? On the other hand, sources - academic and political - state that the United States, the richest nation in

the world, is becoming heavily dependent upon other countries for for its supply of fuel and other industrial raw materials and the trend is likely to continue. Japan, the industrial giant in the east is totally dependent on other countries for most of its raw materials. This, certainly, is a healthy feature of the world economy, because while economic isolationism is abhorred, free and competitive trade practices have gained a popular support of majority of the nations.

The economic picture in the third world countries does not appear to be very encouraging, because despite the effort made to improve the quality of life on a global scale in the past two decades, they have not shown much progress and the gap between the rich and the poor nations has widened. Foreign aid extended to poor nations has become extremely controversial. However, some of the nations in the third world which possess strategic raw materials, have come to assume extremely competitive bargaining positions with the industrialized countries. However, the majority of the third world countries face hunger, poverty, and large scale unemployment problems.

Thus, in this decade, as also in the future, while the major problems of the world economic order remains to be to raise the quality of life, the achievement of that goal must rely on closer economic interdependence among all the nations of the world, rather than economic domination by a few countries.

It is the intention of this course to deal with some of these issues, emphasizing the nature of their global interdependence; the tasks undertaken by the United Nations in convening conferences to discuss these issues and the outcome of these discussions, etc. Some of the more important topics are selected for this course.

## COURSE OUTLINE

I. In the Human Interest --

A. FOOD - Is there a global food shortage? Is it possible to establish a world food bank? Can the hungry nations afford to pay high food prices???

Some References

1. "The Somber World Food Outlook," Lester R. Brown, Wall Street Journal, March 26, 1973.

2. "Once Again Fears of World Food Shortage Arise," Robert Kently, Wall Street Journal, July 26, 1973.

3. "The Growing Threat of a World Famine," Roy L. Prosterman, Wall Street Journal, September 14, 1973.

4. "The Need for a World Food Reserve," Lester R. Brown, Wall Street Journal, October 10, 1973.

5. "Global Food Insecurity," Lester R. Brown, Futurist, April 1974.

6. "The Next Crisis: Food," Lester R. Brown, Foreign Policy, No. 13, Winter 1973-74.

7. "World Food Situation: Pessimism Comes Back Into Vogue, News and Comment," 'Science', August 17, 1973.

8. "World Food: Prices and the Poor," Lyle P. Schertz, Foreign Affairs, April 1974.

9. "The Food Shortage is Not Inevitable," Edwin P. Reuben, Challenge, March-April 1974.

10. The Food and People Dilemma, * Georg Borgstrom, Duxbury Press, Massachusetts, 1973.

11. The United States and the Developing World: Agenda for Action 1974, * Overseas Development Council.

12. The Global Politics of Resource Scarcity ,** Lester R. Brown, Overseas Development Council, Washington, D.C. 1974.

ALSO, read the New York Times, Washington Post and other leading newspapers for a follow up of the U.N. Conference on Food in November 1974; AND, read the news releases by the Bureau of Public Affairs of the Department of State of the U.S. Government. There are also several books on Food Scarcity, Famine, World Demand for Food, etc. in Ganser Library.

B. POPULATION - Dilemma of food versus people: Is population explosion the most serious problem or is it economic development that is more essential? Can the world sustain six billion people? Is zero population growth feasible?

Some references

1. "The Problem That Won't Go Away," Ray Vicker, Wall Street Journal, August 23, 1974.

2. "Population and Development: Is a Consensus Possible," Michael S. Teitelbaum, Foreign Affairs, July 1974.

3. "Population Policy in Developed Countries," George B. Baldwin, Finance and Development, December 1973.

4. In the Human Interest*, Lester R. Brown, W. W. Norton Co., New York, 1974.

5. The Food and People Dilemma*, Georg Borgstrom, Duxbury Press.

6. Population - A Clash of Prophets*, Edited by Edward Pohlman, Mentor Books, 1973.

7. The Population Bomb*, Paul R. Ehrlich, Ballantine Books, 1968.

8. Population and The American Future*, Report of the Commission on Population Growth and The American Future, Signet Books, 1972.

9. Population Resources and The Future: Non-Malthusian Perspectives*, Edited by Howard M. Bahr, Bruce A. Chadwick and Darwin L. Thomas, Brigham Young University Press, 1972.

10. The Future of Population Growth - Alternative Paths to Equilibrium*, Thomas Frejka, Published by John Wiley, 1973.

11. How Many People - A Symposium**, Foreign Policy Association, New York, 1973.

12. Population, Resources & Technology - Political Implications of the Environmental Crisis, Nazli Chowcri and James P. Bennett - in World Eco-Crisis* published by Wisconsin University Press 1972.

13. Economics of Population

    a. A "Preliminary Survey of Economic Analysis of Fertility," T. Paul Schultz.

    b. "Population Growth, Resource Availability and Environmental Quality," Joseph L. Fisher and Ronald G. Ridker, American Economic Review, May 1973.

14. Population and Economic Policy

    a. "Resource and Amenity Implications of Population Changes," Ronald G. Ridker.

    b. "The Role of Population in Models of Economic Growth," Allen C. Kelley.

    c. "The Impact of Population Growth on Employment," Allen Sweezy and Aaron Owens

       American Economic Review, May 1974.

15. The Limits to Growth*, Dennis Meadows and others.

16. How to Be a Survivor*, Paul R. Ehrlich and Richard L. Harriman, Ballantine Books, 1971.

NOTE: World Population Conference was held in August 1974 in Bucharest, Rumania, and the leading newspapers carried deliberations of this conference.

11. The Global Politics of Resource Scarcity.

A. Pressure on resources - energy, raw materials, minerals, water, organic fisheries, etc.; can the rich industrialized countries meet all their raw material requirements? What is the extent of United States dependence on other countries for basic industrial raw materials? Is the energy crisis real? Will 'project independence' for energy be attained? Who owns the seas?

NOTE: We will be discussing only a few of the important issues. Refer to the UN Conference on Resource Scarcity and the Conference on Law of Seas held in the first half of 1974.

1. The Global Politics of Resource Scarcity**, Lester R. Brown, Overseas Development Council, Washington, D.C. 1974.

2. The United States and the Developing World*, Agenda for Action, 1973, Overseas Development Council. (Read selected articles on resource scarcity).

3. "Raw Materials: United States Grows More Vulnerable to Third World Countries," Nicholas Wade, Science, January 18, 1974.

4. "World Resources for the Year 2000," Wilfred Malenbaum, Annals, No. 408, 1973.

5. "Developing Countries and the Non-Fuel Minerals," Bension Varon and Kenji Takeuchi, Foreign Affairs, April 1974.

6. Natural Resources as a Constraint to Economic Growth:

   a. "Today's Apocalypses and Yesterday's," Scott Gordon.

   b. "Innovative Responses to Material Shortages," Nathan Rosenberg.

c. "Increasing Scarcity: The Case of Energy Resources," Paul G. Bradley.

American Economic Review, May 1973

7. International Energy Supply:

a. "The Political Economy of World Petroleum," James W. McKie.

b. "Politics, Economics and World Oil," M. A. Adelman.

8. "Oil Politics and the Multinationals," George Melloan, Wall Street Journal, May 22, 1973.

9. "The Oil Crisis - The Time the Wolf is Here," James E. Akins, Foreign Affairs, April 1973.

10. "Red Black Gold," Marshall J. Goldman, Foreign Policy, Fall 1972.

11. "Is the Oil Shortage Real," M. A. Adelman, Foreign Policy, Winter 1972-73.

12. "World Oil Cooperation or International Chaos," Walter J. Levy, Foreign Affairs, July 1974.

13. "The Oil Story - Facts, Fiction and Fair Play," Jahangir Amuzegar, Foreign Affairs, 1973.

14. "A Plan for Energy Independence," Caroll L. Wilson, Foreign Affairs, July 1973.

15. "Energy Experts Warn of Costs and Dangers in United States' Independence," James P. Gannon, Wall Street Journal, March 6, 1974.

16. "Diplomats at Sea," Seyom Brown and Larry L. Fabian, Foreign Affairs, January 1974.

17. "Natural Resource Dependency and Japanese Foreign Policy," Sabaro Okita, Foreign Affairs, July 1974.

18. Limits to Growth*, Dennis Meadows and others.

19. "Energy Crisis and U.S. Foreign Policy," Robert Hunter, Foreign Policy, 1974.

20. "Energy Crisis: Reality or Myth*, The Annals, Vol. 410, November 1973.

21. "Population, Resources and Technology - Political Implications of the Environmental Crisis," Nazli Choucri and James P. Bennett, World Eco-Crisis*, published by Wisconsin University Press 1972.

22. The Last Play*, James Ridgeway, Mentor Books, 1973.

III. Global Environmental Issues.

Man's sudden concern for the environment has introduced a new dimension into international relations; it has heightened tensions between rich and poor nations. At the same time, it has created a common interest and has opened other areas of international cooperation.

Some references.

1. Environment - The Global Issues**, Philip W. Quigg, Foreign Policy Association, 1973.

2. Limits to Growth*, Dennis Meadows and others.

3. World Eco-Crisis*, David A. Kay and Eugene B. Skolinikoff, University of Wisconsin Press, 1972.

4. Global Ecology - Readings Toward a Rational Strategy for Man*, edited by John P. Holdren and Paul R. Ehrlich, published by Harcourt, Brace and Jovanovich, Inc., 1971.

5. "Environment and Development," Susan Samartano, and James W. Howe, in The United States and the Developing World, Overseas Development Council, Washington, D.C., 1973.

6. Only One Earth*, Barbara Ward and Others, Ballantine Books, 1972.

7. Economic Development - An Ecological Approach*, John M. Culbertson, Published by Alfred A. Knopf, 1971.

8. "The Multinational Corporation," Annals, Vol. 403, September, 1972.

9. An Inquiry into the Human Prospect*, Robert L. Heilbroner, W. W. Norton, 1974.

10. "Growth and Environmental Problems of Non-Capitalist Nations," Marshall I. Goldman, Challenge, July/August, 1973.

11. "The Limits to Growth - A Critique," Mahbub ul Huq, Finance and Development, 1973.

12. "International Environmental Problems - A Taxonomy," Clifford S. Russel and Hans H. Landsberg, Science, June 25, 1971.

13. Environment - Stockholm Conference Papers**, United Nations, 1972.

14. Partners in Development*, Lester B. Pearson, Praeger Publishers, 1969.

NOTE: In addition, it is advisable to read the journal - Finance and Development, published by the World Bank.

IV. The Widening Gap -

The gap in income between the rich and the poor countries has further widened in the present decade, and the conditions of living in these poor countries have sunk to very low levels. What went wrong with the decade of development and the implications for rich countries? Will the reform of international trade regulations and financial issues in any way help bridge the gap? What role do multi-national corporations play? What happened to foreign aid - is it another form of 'Imperialism'? Is there a move towards new forms of development.

Some references

1. Partners in Development*, Lester B. Pearson, Praeger Publishers, 1969.

2. The Widening Gap*, Barbara Ward and others, Columbia University Press, 1971.

3. Aid as Imperialism*, Teresa Hayter, Penguin Books, 1971.

4. The Principles of Development*, E. K. Hawkins, Penguin Modern Books, 1970.

5. The U.S. and the Developing Economies*, edited by Gustav Ranis, Norton Co., 1973.

6. "Dependency and Foreign Domination in the Third World," Review of Radical Political Economics, Vol. 4, No. 1, Winter 1972.

7. "Capitalism and World Economic Integration: Perspectives on Modern Imperialism," Review of Radical Political Economics, Vol. 5, No. 1, Spring 1973.

8. Sequel to Bretton Woods**, Lawrence B. Krause, Brookings Institution, 1971.

9. Trade for Development**, Harold B. Malmgren, Overseas Development Council, Washington, D.C.

10. The Political Economy of Development and Underdevelopment*, Charles K. Wilber, Random House, 1973.

    Part 3 - Economic Development in a Revolutionary World:
    Trade and Imperialism

    Part 7 - The Human Cost of Development

    Part 8 - What Is To Be Done?

11. Rethinking Economic Development**, Robert A. Shaw, Overseas Development Council, Washington, D.C., 1972.

Besides these, there are a number of articles on this issue in journals - Finance and Development, Economic Development and Cultural Change, and American Economic Review .

It is also adviseable to consult the vast amount of literature, statistics, and other data available in UN publications in the library.

NOTE * - Book ** - pamphlets and the rest are articles from various journals.

REQUIREMENTS OF THE COURSE.

This method is open for discussion, and any other suggestions are appreciated.

Two papers are required - which carry 50 points and two examinations - one before mid-term and the final examination which carries 50 points.

# DIET FOR A SMALL PLANET

Gigi Berardi
Summer 1976
M,T,W.Th,F. 11:00-12:45

Dept. of Natural Resources
Cornell University
Ithaca, New York

Diet For A Small Planet is a three credit course offered in the Cornell summer session (this is the second year for the course, and it will be given again in future summers). The course basically deals with the politics and economics of world food, in addition to international and personal nutrition.

It is mainly a lecture course, although there is class discussion. There is one main lecturer/coordinator for the course, leading two-thirds of the sessions, while guest speakers give lectures for the remaining third of the course. In addition, students present term projects in the last week of class.

Note that the course is offered through the summer session. At Cornell, a new course may be offered in the summer, with the approval of the department (who is to sponsor the course) and the dean of the summer session. In addition, a detailed budget (and course outline) should be prepared in advance.

The class composition ranges from high school advanced placement students to part-time farmers to high school teachers. Several high school teachers have taken the course, with the intention of planning similar courses for their own schools. This has worked out very well.

The main reason for the success of the course is its diversity. Each week, a different topic is covered: food production, nutrition, food economics, regional problems, international issues. In this way, the interest level of the students is maintained. The various movies, field trips, and guest speakers also add diversity of opinion and presentation to such a course.

## Course Outline and Reading Assignments

### Week 1 July 1 - July 9 Dimensions of the Problem

**July 1 Introduction**

Movie: "Tilt"

July 2 Lifeboat Fthics: The Case Against Helping the Poor

Guest Speaker: Richard Baer

Basic Readings:
1. "Lifeboat Fthics, the Case Against Helping the Poor" by Garrett Hardin (CC793)
2. "How Poverty Breeds Overpopulation" by Barry Commoner (YY443)

Suggested Further Readings:
1. "Population and Food: Metaphors and the Reality" by William W. Murdoch and Allan Oaten (XX564)
2. "Triage" by Wade Greene (CC787)

July 6 Setting of the World Food Situation: Land, People, Food. . . Aid and Trade

Basic Readings:
1. Introduction (pp 1-29) and "The Banality of Hunger" (pp. 230-244) in Food For People, Not For Profit
2. By Bread Alone, Ch. 1

July 7 Population: Facts and Myths (Part I)

Movie: "3900 Million and One"

Basic Readings:
1. The Nutrition Factor, Ch. 3 (TX 353 B49)
2. "Food Crisis - Myths That Paralyze Us"
3. "Sterilization" (YY442)

July 8 Population: Facts and Myths (Part II)

Basic Readings:
1. Concerned Demography (YY44), "The Ideology of Population Control" pp. 13-17, "Population Growth and Social Development" pp. 43-45, "Reviews" pp. 46-51. Skim the rest.

July 9 Discussion

Quiz #1

("Blood of the Condor" tentatively scheduled)

Week 2 July 12 - 16 Food Production

July 12 Crop and Livestock Production: An Introduction

Movie: "The Roots of the Empire State"

Basic Readings:
1. Food For People, Not For Profit, Part I (we will cover this material both weeks 2 and 3)
2. By Bread Alone, Ch. 8
3. Animals, Men and Morals, Ch. 1 (HV4711 G58)

Suggested Further Readings:
1. Skim Animal Machines by Ruth Harrison (SF91 H32)

July 13 Food Production: The Conflict Between Economic Efficiency and Ecological Soundness

Guest Speaker: Richard McNeil

Basic Readings:
1. The Closing Circle, Ch. 9 (also Ch. 10 if you have time) (GF75 C73 1972)
2. By Bread Alone

Suggested Further Reading:
1. By Bread Alone, Ch. 6, 7 and 9

July 14 Animal Agriculture - A Contributor to the World Food Supply

Basic Readings:
1. "More Meat - or Less - on the Dinner Table" (VV956)
2. The Nutrition Factor, Ch. 5 pp. 63-70 only. (TX353 B49)

July 15 Technological Progress: Its Role in Improving Food Supply

Movie: "And the Rich Shall Inherit the Earth"

Basic Readings:
1. "The Green Revolution: Some New Perspectives" by Don Hadwiger
2. "Leave Us Alone and We'll Produce the Food" by Gene Logsdon

Suggested Further Reading:
1. "Institutional Obstacles to Expansion of World Food Production" by Pierre Crosson (YY476)

July 16 Discussion

Quiz #2

Week 3 July 19 - 23 Nutrition and Malnutrition

July 19 Human Energy and Protein Needs

Basic Readings:
1. Diet For A Small Planet, Parts I and II
2. "Breaking the Meat Habit" in Food For People, Not For Profit, pp. 201-209.

Suggested Further Readings:
1. By Bread Alone, Ch. 2 and 14.

July 20 Diet Workshop (local and international)

Basic Readings:
1. Introduction (first 3 pages) in "Promotion of Bottle Feeding by Multinational Corporations: How Advertising and the Health Professions Have Contributed" (Skim the rest, including the ads)
2. Nutrition Factor, Ch. 2 pp. 9-16 (TX353 B49)

Suggested Further Readings:
1. Nutrition Factor, Ch. 7 and the rest of Ch. 2 (TX353 B49)

July 21 Nutritional Problems: USA

Guest Speaker: Daphne Roe

Basic Readings:
1. Food For People, Not For Profit, Part 5 (pp. 291-319); also pp. 326-332, 372-380.

Suggested Further Readings:
1. Nutrition Factor, Ch. 8 pp. 107-122 (TX353 B49)

July 22 The Chemical Feast

Movie: "Eat, Drink and Be Wary"

Basic Readings:
1. Food For People, Not For Profit, Part 3; also pp. 248-252 and pp. 144-148

Suggested Further Readings:
1. The Chemical Feast, Ch. 1, 2, 3, 4 and 5 (HD9000.9 U5 T94)

July 23 Discussion

Quiz #3

Week 4 July 26 - July 30 — The Agricultural and Food Economics of the United States

July 26 — Structure of the U.S. Agriculture: Its Potential for Increasing Supply

Guest Speaker: Kenneth Robinson

July 27 — Political Economy of the U.S. Agriculture

Guest Speaker: Kenneth Robinson

Outlines for Project Due

July 28 — Who and What Your Food Dollar is Supporting: A Probe into Agribusiness

Basic Reading:
1. Food for People, Not For Profit, Parts 2 and 6 (use this for background this week)

July 29 — Consumerism and the Consumer's Protection

Basic Readings:
1. "Agribusiness Goes Abroad: Corporate Myths in a Hungry World," essay #4 in The Fields Have Turned Brown (HD9000.5 D37) (read this particularly for information on the World Bank)

July 30 — Discussion

Quiz #4

Week 5 August 2 - August 6 — Different Countries, Different Needs - An International Perspective

August 2 — Politics of Famine/Misuse of Resources

Guest Speaker: John Cohen

Basic Readings:
1. Food For People, Not For Profit, Part 4, pp. 244-248, 253-259, 270-286

Further Suggested Readings:
1. Political Economy of Agrarian Change, by Griffin, Ch. 10 (HD1417 G85)
2. Nutrition Factor, Ch. 4, pp. 40-49 (TX353 B49)

August 3 Food For Peace - or Politics (Aid and Trade Issues)

Basic Readings:
1. "System in Crisis: Rome Food Conference" by Jane Blewett
2. "PL 480: Aid For Arms and Agribusiness" (XX947)
3. "Food Aid Hearings" by Michael Latham (CC370)

Further Suggested Readings:
1. World Food Situation and Prospects to 1985, Ch. 2, 3, 5 and 7 (HD1401 W927 #98 1974)
2. The Trojan Horse by Steve Weissman (HC60 W42)

August 4 Obstacles to Development: the Case of Chile

Guest Speaker: Joel Gajardo

August 5 Food Production and Distribution in the People's Republic of China

Guest Speaker: Jack Chen

Basic Reading:
1. By Bread Alone, Ch. 15 and 16 (use this for background this week)

August 6 Discussion

Quiz #5

Week 6 August 9 - 13 Responses

Presentation of Student Projects

Course Outline

Week 1 July 1 - July 9 Dimensions of the Problem

| | |
|---|---|
| July 1 | Introduction |
| 2 | Lifeboat Ethics: The Case Against Helping the Poor |
| 6 | Setting of the World Food Situation |
| 7 | Population: Facts & Myths (Part I) |
| 8 | Population: Facts & Myths (Part II) |
| 9 | Discussion |

Week 2 July 12 - July 16 Food Production

| | |
|---|---|
| July 12 | Crop and Livestock Production: An Introduction |
| 13 | Food Production: The Conflict Between Economic Efficiency and Ecological Soundness |
| 14 | Animal Agriculture: A Contributor to the World Food Supply |
| 15 | Technological Progress: Its Role In Improving Food Supply |
| 16 | Discussion |

Week 3 July 19 - July 23 Nutrition and Malnutrition

| | |
|---|---|
| July 19 | Human Energy and Protein Needs |
| 20 | Diet Workshop |
| 21 | Nutritional Problems: USA |
| 22 | The Chemical Feast |
| 23 | Discussion |

Week 4 July 26 - July 30 The Agricultural and Food Economics of the United States

| | |
|---|---|
| July 26 | Structure of the U.S. Agriculture: Its Potential for Increasing Supply |
| 27 | Political Economy of the U.S. Agriculture |
| 28 | Who and What Your Food Dollar is Supporting: a Probe into Agribusiness |
| 29 | Consumerism and the Consumer's Protection: Alternatives |
| 30 | Discussion |

Week 5 August 2 - 6 Different Countries, Different Needs - an International Perspective

| | |
|---|---|
| August 2 | Politics of Famine/Misuse of Resources |
| 3 | Food for Peace - or Politics (Aid & Trade Issues) |

| | |
|---|---|
| 4 | Obstacles to Development: the Case of Chile |
| 5 | Food Production and Distribution in the People's Republic of China |
| 6 | Discussion |

Week 6 August 9 - 13 Responses: Student Projects

General Information

Texts

Required

None

Recommended

Berg, Alan. 1973. The Nutrition Factor

Brown, Lester with E. Eckholm. 1974. By Bread Alone.

Kocker, James E. 1973. Rural Development Income Distribution and Fertility Decline.

Lappe, Frances Moore. 1975. Diet For A Small Planet.

Lerza, Catherine and Michael Jacobson. 1975. Food For People, Not For Profit.

Grades

There will be no midterm or final exam. 50% of your grade will be based on a term project. You will also be asked to lead one discussion period, assigning readings of your choice.

The other 50% will be based on class attendance and participation (readings will be assigned every week). In lieu of a weekly quiz, you will be asked to turn in (on Fridays) a short, written summary and critique of the week's discussion.

Field Trips

For those interested. . .field trips will include a visit to a dairy farm, a poultry battery, and an intensive veal unit.

## Guest Speakers

Richard Baer, Professor of Natural Resources
Friday, July 2 -- Lifeboat Fthics: The Case Against Helping the Poor (the trouble with triage)

Richard McNeil, Professor of Natural Resources
Tuesday, July 13 -- Food Production: The Conflict between Fconomic Ffficiency and Ecological Soundness

Daphne Roe, Professor of Nutritional Sciences
Wednesday, July 21 -- Nutritional Problems: USA

Kenneth Robinson, Professor in Agricultural Economics
Monday, July 26 -- Structure of United States Agriculture: Its Potential for Increasing Supply

Tuesday, July 27 -- Political Fconomy of U.S. Agriculture

John Cohen, Professor in Rural Sociology
Monday, August 2 -- Politics of Famine/ Misuse of Resources

Joel Gajardo, Associate Director of CUSLAR (Committee on U.S.-Latin American Relations)
Wednesday, August 4 -- Obstacles to Development: the Case of Chile

Jack Chen, Senior Research Associate, Peace Studies (Cornell)
Thursday, August 5 -- Food Production and Distribution in the People's Republic of China

## Movies

"Tilt" - Thursday, July 1
"3900 Million and One" - Wednesday, July 7
"Blood of the Condor" - Friday, July 9
"Roots of Empire" - Monday, July 12
"And the Rich Shall Inherit the Earth" - Thursday, July 15
"Eat, Drink and Be Wary" - Thursday, July 22

# PART III.

# TEACHING AND RESEARCH MATERIALS

## BOOKS

The following select list is limited to relatively current books which deal most directly with the food/hunger issue. The annotations have been provided wherever possible by educators who have used them. The prices listed are for the least expensive publications available.

Abelson, Philip H., ed. FOOD: POLITICS, ECONOMICS, NUTRITION, AND RESEARCH. Washington, D.C.: American Association for the Advancement of Science, 1975 ($4.95). An excellent collection of articles on various aspects of the world food/hunger situation. Sections include: food economics and politics, nutrition, agricultural research, and basic biology. Some articles highly technical; all high quality.

Agarwala, N. & Singh, S.P., eds. THE ECONOMICS OF UNDERDEVELOPMENT. New York: Oxford University Press, Inc., 1963 ($3.95). An excellent summary-overview of some of the older writings on the theory of economic development.

The Agribusiness Council. AGRIBUSINESS INITIATIVE IN THE THIRD WORLD. Lexington, Massachusetts: Lexington Books, 1975 ($16.50). A very complete look at agribusiness. Sections deal with science and agricultural development, agribusiness in developing nations, international financial and development institutions and emerging policy issues. A report for a conference in science and agribusiness in the seventies.

Anderson, Joanne Manning. A STUDENTS' GUIDE TO IMPROVING THE CAMPUS FOOD SERVICE. Washington, D.C.: Public Citizen, 1976 ($1.50). A helpful guide for encouraging student projects on improving food services. Includes sections on nutrition, vending machines campaigns, and innovative food service plans. Good for teaching organizing strategies.

Aronowitz, Stanley. FOOD, SHELTER, AND THE AMERICAN DREAM. New York: The Seabury Press, Inc., 1974 ($3.95). The food and energy crises are shown to be money-making schemes for large corporations. Excellent in demonstrating how the food and other problems are symptoms of deeper economic problems. Very influenced by work done by the Union of Radical Political Economists. Interesting reading.

Aziz, Sartaj. HUNGER, POLITICS AND MARKETS. New York: New York University Press, 1975 ($4.95). A good set of short articles on food questions. Major sections: Dimensions of the Problem;

What Can Be Done?; Food and Population; Science, Technology and the Small Farmer; and Towards a World Food Policy. All writers are experts in their fields.

Barnes, Peter, ed. THE PEOPLE'S LAND: A READER ON LAND REFORM IN THE UNITED STATES. Emmaus, Pennsylvania: Rodale Press, 1976 ($6.95). A concise and comprehensive picture of land ownership and the need for land reform in the United States. Contains a fine collection of photographs of rural America.

Barnet, Richard J. & Muller, Ronald. GLOBAL REACH: THE POWER OF THE MULTINATIONAL CORPORATIONS. New York: Simon & Schuster, Inc., 1974 ($4.95). Detailed overview of major problems posed by global corporations. Highly readable, even at the introductory level. Excellent discussion of the "world without borders" ideology of global corporation managers. Documentation allows for further scholarly research.

Barrons, Keith C. THE FOOD IN YOUR FUTURE. New York: Van Nostrand Reinhold Co., 1975 ($8.30). An introductory but comprehensive look at how agriculture affects our daily lives. Defines "Hunger Mongers" as those who invite disaster unknowingly by discouraging or actually blocking efficient food production. Focuses on potential contributions which can be made by individuals.

Belden, Joe with Forte, Gregg. TOWARD A NATIONAL FOOD POLICY. Washington, D.C.: Exploratory Project for Economic Alternatives, 1976 ($5.00). A comprehensive essay on U.S. food policy. Sections include: achieving food price and farm income stability; rejuvenating the small family farm; environmental protection; decentralization and nutrition; and the U.S. and world food problems. Well documented. Designed for general audiences.

Berg, Alan. THE NUTRITION FACTOR. Washington, D.C.: The Brookings Institution, 1973 ($3.50). Excellent book. Shows how nutrition planning can be incorporated in development planning. Very rich source of information. Students tend to dislike Berg's economic cost-benefit approach (his arguments for nutrition programs are made on the basis of productivity, not humanity) and to criticize his failure to discuss political and social constraints on the policies he proposes. His view is that the problem is not one of aggregate supply and demand, but rather a question of distribution, education, and nutritional balance.

Berg, Alan, et.al., eds. NUTRITION, NATIONAL DEVELOPMENT AND PLANNING. Cambridge, Massachusetts: MIT Press, 1973 ($9.95). Proceedings of an International Conference held in Cambridge in 1971. The papers presented are good, but somewhat dated. Case studies are included which present tested solutions and allow for discussion based on real situations.

Boas, Max & Chain, Steve. BIG MAC: THE UNAUTHORIZED STORY OF McDONALD'S. New York: E.P. Dutton & Co., Inc., 1976 ($9.95). A funny, yet factual presentation of the "Politics of Hamburger" (the title to Chapter 12). Does not relate this industry to the whole institution of agribusiness, but the book is very good as a case study.

Borgstrom, Georg. THE FOOD AND PEOPLE DILEMMA. North Scituate, Massachusetts: Duxbury Press, 1974 ($3.95). An historical analysis of world population growth and food balance, followed by a description of the present food-population situation. Some information on the consequences of ecological changes in relation to food production. Adequate introduction to the issues.

_____. WORLD FOOD RESOURCES. New York: Thomas Y. Crowell Co., Inc., 1973 ($6.00). A basic, easy-reading text which concentrates on the production, utilization, and consumption aspects of world food resources. Included, in sequence, are detailed descriptions of the necessary inputs to crop production; a description of tropical climate and food production; a chapter on water requirements; summaries of livestock, poultry, and marine-origin food production; and a short discussion of potential food sources. Somewhat elementary but a good short overview.

Boserup, Ester. THE CONDITIONS OF AGRICULTURAL GROWTH: THE ECONOMICS OF AGRARIAN CHANGE UNDER POPULATION PRESSURES. Chicago: Aldine Publishing Company, 1965 ($5.00). A good statement of the available means for encouraging agricultural growth and development. Boserup is one of the leading authorities on the role of women in development and thus has certain insights lacking in many writers.

Brown, Lester R. with Eckholm, Erik P. BY BREAD ALONE. New York: Praeger Publishers, Inc., 1974 ($3.95). Easy reading. Covers a great deal of ground, putting the technical facts in an interesting perspective. The view is that there is a race in the world between food production and population growth, with the results indeterminate. Does not consider other formulations of the problem: weak on political, social, distributional, policy aspects of the problem. Useful book for teaching both because of what it does well, and because students can see easily what it does not do well.

Brown, Lester R. WORLD WITHOUT BORDERS. New York: Random House, Inc., 1973 ($2.95). A fine overview of the ecological crisis, the widening gap between the rich and poor, and the changes needed to reorder the present natural, social and economic global order. Circumspect in its criticism of the institutions that govern the present economic order.

Chenery, Hollis. PATTERNS OF DEVELOPMENT, 1950-1970. New York: Oxford University Press, Inc., 1975 ($5.00). A World Bank study of the economic and social changes in the development process. Deals with various aspects of structural change and development policy. Too technical for beginning students.

Commoner, Barry. THE CLOSING CIRCLE. New York: Alfred A. Knopf, Inc., 1971 ($.95). Although published in 1971 during one peak of the national concern for our environment, it is still relevant. An excellent reference for any course related to minimizing waste of all resources throughout the food processing/food service industry. Very readable.

_____. THE POVERTY OF POWER. New York: Alfred A. Knopf, Inc., 1976 ($10.00). Demonstrates the relationship between the energy and other crises. All global problems are seen as results of political and economic systems. Points out that one problem cannot be solved separately from the others. Very readable.

De Jesus, Carolina M. CHILD OF THE DARK. New York: New American Library, Inc., 1976 ($1.25). A compelling diary of a favela dweller in Sao Paolo. The main protagonist is hunger. There is a serious question about the authenticity of the diary. Worth reading for the emotional impact.

DeMarco, Susan & Sechler, Susan. THE FIELDS HAVE TURNED BROWN: FOUR ESSAYS ON WORLD HUNGER. Washington, D.C.: Agribusiness Accountability Project, 1975 ($3.50). A critique of U.S. decision-makers and their role in controlling food. Well documented. Controversial.

Dorner, Peter. LAND REFORM AND ECONOMIC DEVELOPMENT. New York: Penguin Books, 1972 ($2.75). Comprehensive account of land tenure practices and effects of land reform. A bit dry, but very valuable. Treats changes in land tenure more as policy problems than historical unplanned development. Refutes arguments that land reform diminishes productivity.

Eckholm, Erik P. LOSING GROUND: ENVIRONMENTAL STRESS AND WORLD FOOD PROSPECTS. New York: W.W. Norton & Co., Inc., 1976 ($7.95). A concise, well-written introduction to the impact of environmental deterioration on food production capacity. Eckholm covers such topics as the "Firewood Crisis," desertification, tropical environments, and soil conservation within both the Third World and the industrialized nations. Explains the interrelationship between food production, politics, the environment, and the future of humankind.

Economic Research Service. THE WORLD FOOD SITUATION AND PROSPECTS TO 1985. Washington, D.C.: U.S. Department of Agriculture, 1974 (free). An excellent compilation of basic information on the world food situation. A comprehensive analysis

of the factors affecting food consumption, production and trade in the past, present, and future. Includes a summary of the 19 major resolutions which were made at the Rome World Food Conference. A studied factual report. More optimistic than most.

Ehrlich, Paul R. & Ehrlich, Anne H. POPULATION, RESOURCES, ENVIRONMENT: ISSUES IN HUMAN ECOLOGY. San Francisco: W.H. Freeman & Co. Publishers, 1970 ($12.95). Some good sections on population growth and control, but generally too emotional. Also, beginning to be out of date.

Elliott, Charles. PATTERNS OF POVERTY IN THE THIRD WORLD: A STUDY OF SOCIAL AND ECONOMIC STRATIFICATION. New York: Praeger Publishers, Inc., 1975 ($6.95). Details the prospect for the poorest fourth of the world's population (eight Third World countries) plus Ireland and Sweden in the developed world. Suggests that economic growth does not necessarily reduce poverty and that the liberal strategy of industrialization and economic growth, in fact, can cause the poor to be "locked in" to their poverty. Very good analysis.

Erb, Guy F. & Kallab, Valeriana, eds. BEYOND DEPENDENCY: THE WORLD SPEAKS OUT. Washington, D.C.: Overseas Development Council, 1975 ($3.95). A collection of essays by noted economists, political scientists and sociologists on topics of interest in their own developing regions. Authors include Ali A. Mazrui, Samuel L. Parmar, and Constantine Vaitsos. Their perspective is critical to an understanding of complex Developmental issues, such as the New International Economic Order.

Food and Nutrition Board. RECOMMENDED DIETARY ALLOWANCES. (8th rev. ed.) Washington, D.C.: National Research Council, National Academy of Sciences, 1974 ($3.00). Defines the Recommended Dietary Allowances and how they may be appropriately used for all people throughout the life cycle. Lists requirements for water, energy, protein, essential fatty acids, vitamins, and mineral elements, and states their function in the body. Good reference for questions about nutritional labeling.

Freire, Paolo. PEDAGOGY OF THE OPPRESSED. New York: The Seabury Press, Inc., 1973 (2.95). Basically an education text. Offers two key concepts to liberation theology: a fine discussion of Praxis, and a clear insight into the "fact of non-neutrality," i.e. we are either for the poor or we are oppressors.

Freudenberger, C. Dean & Minus, Jr., Paul M. CHRISTIAN RESPONSIBILITY IN A HUNGRY WORLD. Nashville, Tennessee: Abingdon Press, 1976 ($2.50). Gives short analysis of causes of world hunger and explores the mobilization of the church community toward creative solutions. Simple, but good. Suitable mainly for religion classes or in religious schools.

Geertz, Clifford. AGRICULTURAL INVOLUTION: THE PROCESSES OF ECOLOGICAL CHANGE IN INDONESIA. Los Angeles: University of California Press, 1974 ($2.45). A case study of agriculture. Shows the complexity of improving agricultural systems and the relationship between agriculture and political and economic systems. Readable for the average student.

Gheddo, Piero. WHY IS THE THIRD WORLD POOR? Maryknoll, New York: Orbis Books, 1973 ($3.95). Good treatment from a Christian perspective as to why the "Third World" remains underdeveloped. A challenging book to Christians and humanists alike.

Goulet, Denis. THE CRUEL CHOICE: A NEW CONCEPT IN THE THEORY OF DEVELOPMENT. New York: Atheneum Publishers, 1973 ($3.95). A major work in which the debates over sound economic development are discussed within an ethical value context.

Gribbin, John. FORECASTS, FAMINES AND FREEZES: CLIMATE AND MAN'S FUTURE. New York: Walker & Co., 1976 ($8.95). A technical book covering most aspects of climatic changes for the near future. The disruptive effects people can have on the climate are discussed, but no ameliorative policies are offered.

Griffin, Keith. THE POLITICAL ECONOMY OF AGRARIAN CHANGE: AN ESSAY ON THE GREEN REVOLUTION. Cambridge, Massachusetts: Harvard University Press, 1974 ($11.00). Argues that the Green Revolution exacerbated rural class differences, not because of inherent characteristics of the technology, but because of existing inequities in the access of different rural classes to factors of production. Difficult for students without a good background in economics.

Gutierrez, Gustavo. A THEOLOGY OF LIBERATION. Maryknoll, New York: Orbis Books, 1973 ($4.95). Although difficult to read, the reflections are nonetheless important for an understanding of the need for a non-speculative, human starting point for theology. As he says, every theology of hope, of liberation, of revolution is not worth one single genuine act of solidarity with one's brothers and sisters. A classic for "liberation theology."

Hagen, Everett E. THE ECONOMICS OF DEVELOPMENT. Homewood, Illinois: Richard D. Irwin, Inc., 1975 ($15.50). A good basic text for the serious student of development. Divided into three parts: the growth of world income, the positive economics of growth, and the allocation of resources for optimum growth. Explains all the traditional issues and theories in development economics. Gives a good background for further reading.

Hall, Ross Hume. FOOD FOR NOUGHT: THE DECLINE IN NUTRITION. New York: Random House, Inc., 1974 ($3.95). In the preface, Hall states: "To comprehend the effects of technology one must adopt a global approach: technical and scientific facts must be placed in their societal context." He does just this by describing the evolution of the U.S. food processing system and giving constructive suggestions for improving our nutritional status.

Hamilton, Martha M. THE GREAT AMERICAN GRAIN ROBBERY AND OTHER STORIES. Washington, D.C.: Agribusiness Accountability Project, 1972 ($4.50). A report on the failure of the USDA to work for the good of the people. Documents the control of grain by large corporations. Interesting reading.

Hansen, Roger D., ed. THE U.S. AND WORLD DEVELOPMENT:AGENDA FOR ACTION 1976. New York, Praeger Publishers, Inc., 1976 ($4.25). An assessment of the state of world development. Selected essays on interdependence, the world food situation, and the energy problem. Good statistical information at the end.

Hayami, Yujiro & Ruttan, Vernon W. AGRICULTURAL DEVELOPMENT: AN INTERNATIONAL PERSPECTIVE. Baltimore, Maryland: The John Hopkins University Press, 1971 ($16.50). Deals with the basics of agricultural development. An important book, but too technical for students having no background in agriculture or economics.

Hayter, Teresa. AID AS IMPERIALISM. Baltimore, Maryland: Penguin Books, 1971 ($1.45). An easy-reading book about the problems of aid. Deals especially with world organizations. Gives dramatic examples.

Herrera, Amilcar O., et. al. CATASTROPHE OR NEW SOCIETY - A LATIN AMERICAN WORLD MODEL. Ottawa, Canada: International Development Research Center, 1976 ($1.00). An excellent description of the world system as it is and as it can be. Demonstrates the sharp disagreement by Third World scientists with the Club of Rome's LIMITS TO GROWTH model. Finds the developing countries' problems as much ones of distribution and ownership as of production.

Hightower, Jim. EAT YOUR HEART OUT. New York: Random House, Inc., 1975 ($1.95). A witty documentation of the concentration of wealth and power in the food industries. Good illustrations of both agribusiness and consumerism.

_____. HARD TOMATOES HARD TIMES. Cambridge, Massachusetts: Schenkman Publishing Co., Inc., 1973 ($4.95). A report on the failure of the American land grant university system. Points to real problems, but often criticized for not being well documented. Worth reading particularly for those in land grant schools. Written to provoke further study and investigation.

Hoff, Johan E. & Janick, Jules, eds. FOOD. San Francisco: W.H. Freeman & Co. Publishers, 1973 ($5.50). A superb collection of articles from SCIENTIFIC AMERICAN. Beginning to be outdated but still useful.

Howe, James W. THE U.S. AND THE DEVELOPING WORLD: AGENDA FOR ACTION 1974. New York, Praeger, 1974 ($4.50). A collection of essays dealing with major development issues including energy, food politics, resource scarcity, and U.S. aid.

International Food Policy Research Institute. MEETING FOOD NEEDS IN THE DEVELOPING WORLD: THE LOCATION AND MAGNITUDE OF THE TASK IN THE NEXT DECADE. Washington, D.C.: International Food Policy Research Institute, 1976 (free). Attempts to determine the location and magnitude of possible food deficits in developing market economies. Uses statistical analysis. Good reference for figures. Quite technical.

Johnson, D. Gale. WORLD AGRICULTURE IN DISARRAY. New York: Franklin Watts, Inc., 1973 ($4.95). An analysis and critique of the costs, effects, and contradictions of farm policies of the industrialized nations. Presents national and international measures to improve trade and production over a long period of time.

_____. WORLD FOOD PROBLEMS AND PROSPECTS. Washington, D.C.: American Enterprise Institute for Public Policy Research, 1975 ($3.00). A general overview of many basic food issues. Deals with the 1973-74 food crisis, high farm prices, grain reserves, and increasing food production. Not very critical of government policies.

Johnston, Bruce & Kilby, Peter. AGRICULTURE AND STRUCTURAL TRANSFORMATION. New York: Oxford University Press, Inc., 1975 ($6.95). A technical book on the "late-developing" countries. Emphasizes different strategies for different countries. Difficult, but good.

Katz, Deborah & Goodwin, Mary T. FOOD: WHERE NUTRITION, POLITICS, AND CULTURE MEET (AN ACTIVITIES GUIDE FOR TEACHERS). Washington, D.C.: Center for Science in the Public Interest, 1976 ($4.50). Directed mainly towards high school teachers, although still useful for undergraduate teachers. Full of learning activities and information. Sections on eating patterns, nutrition, food and the consumer, food supply, and hunger in the United States and the world.

Kochner, James. RURAL DEVELOPMENT, INCOME DISTRIBUTION, AND FERTILITY DECLINE. Bridgeport, Connecticut: Key Book Service, Inc., 1973 ($3.95). A thorough treatment of development issues. Recommended for those in the field of development. Too technical for beginning political science and economics students.

Kotz, Nick. LET THEM EAT PROMISES: THE POLITICS OF HUNGER IN AMERICA. New York: Anchor Books, 1971 ($2.50). A moving account about hunger in America. Tells about indifference in the Johnson Administration, callousness of senior members of Congress, and cruelty of various establishments to poor people. Easy reading.

Kumar, Joginder. POPULATION AND LAND IN WORLD AGRICULTURE. Berkeley, California: University of California, Institute of International Studies, 1973 ($3.95). Compact treatment of land resource needs. Based on a dissertation. Somewhat difficult to read.

LaBuza, Theodore P. THE NUTRITION CRISIS: A READER. St. Paul, Minnesota: West Publishing Company, 1975 ($7.95). A well-organized compilation of professional, applied nutrition articles published in leading food and nutrition-related journals. Excellent reference material for non-nutritionists interested in the actual state of nutrition knowledge today.

Lappe, Frances Moore. DIET FOR A SMALL PLANET. New York: Ballantine Books, Inc., 1975 ($1.95). Insights on nutrition and how to serve meatless meals. Connects reduced meat consumption to feeding the world. Not the traditional cookbook.

Lappe, Frances Moore & Collins, Joseph with Fowler, Cary. FOOD FIRST! New York: Ballantine Books, Inc., Spring, 1977. A popularly written book on people, food and the real potential for food self-reliance. Attempts to dispel myths about food production and distribution. Great for mobilizing people.

Ledogar, Robert J. HUNGRY FOR PROFITS. New York: IDOC/North America, 1975 ($4.95). An expose of food and drug multinationals in Latin America. Well documented, fascinating reading. Cites several bad practices of multinationals, but does not generalize about all multinationals. Challenges North Americans to look at their companies.

Lele, Uma. THE DESIGN OF RURAL DEVELOPMENT: LESSONS FROM AFRICA. Baltimore, Maryland: The Johns Hopkins University Press, 1975 ($3.95). A World Bank study. Examines 17 rural development programs in sub-Saharan Africa. Identifies appropriate balances between development of crops for export and domestic use, productive and social activities, central directive and grassroots involvement, and precision planning and flexibility in implementation. Documents the need for and nature of an overall policy and institutional framework conducive to rural development. Commonsense guidelines for policies and actions. Extremely informative.

Lerza, Catherine & Jacobson, Michael, eds. FOOD FOR PEOPLE NOT FOR PROFIT. New York: Ballantine Books, Inc., 1975 ($1.95). One of the best collections of articles on food. Sections on food production, costs of food, nutrition, world food, food and the poor, and the government and the food industry. All articles written by experts in their respective fields. Articles for everyone's interests.

Mayer, Jean, ed. U.S. NUTRITION POLICIES IN THE SEVENTIES. San Francisco: W.H. Freeman and Co., 1973 ($3.95). A summary of basic policy recommendations made during the White House Conference on Food, Nutrition, and Health in 1969. Causes, effects, and remedies for hunger and malnutrition in the United States are analyzed by leading nutritionists.

Meadows, Donella H., et.al. THE LIMITS OF GROWTH. New York: The New American Library, Inc., 1972 ($1.50). Controversial first report to the Club of Rome. Looks at the problems of continued growth in the areas of population, economics, resource consumption, and pollution. Conclusions based on computer model. Not always sensitive to human dimensions.

Mellor, John W. ECONOMICS OF AGRICULTURAL DEVELOPMENT. Ithaca, New York: Cornell University Press, 1966 ($4.95). A traditional text. Very comprehensive. Too complex for the beginning student, but useful for the more advanced. Examines the early stages of economic development, traditional agriculture, and the modernization process.

_____. THE NEW ECONOMIES OF GROWTH: A STRATEGY FOR INDIA AND THE DEVELOPING WORLD. Ithaca, New York: Cornell University Press, 1976 ($11.50). Demonstrates how agriculturally based economic strategy can lead to growth in other sectors and also benefit the poor. An interesting development theory centered around food production. Somewhat difficult for students without backgrounds in economics and agriculture.

Merrill, Richard, ed. RADICAL AGRICULTURE. New York: Harper & Row, Publishers, 1976 ($6.95). An excellent collection of essays on "land and culture, agriculture and agribusiness, rural struggles and alternatives, cities and farms, and, food, energy and the new rural renaissance." Written by experts in the fields.

Mesarovie, Mihajlo & Pestel, Eduard. MANKIND AT THE TURNING POINT. New York: E.P. Dutton & Co., Inc., 1974 ($4.95). The second report to the Club of Rome. An updated study of Meadows' analysis of population and resources, but with fewer scare overtones.

Minear, Larry. NEW HOPE FOR THE HUNGRY? THE CHALLENGE OF THE WORLD FOOD CRISIS. Cincinnati, Ohio: Friendship Press, 1975 ($1.95). An introductory text on the food crisis. Explains the roles of the World Food Conference and various U.N. development projects. Prepared for local church groups.

Mooneyham, W. Stanley. WHAT DO YOU SAY TO A HUNGRY WORLD? Waco, Texas: Word, Inc., 1975 ($6.95). An evangelical perspective to world hunger problems. Uses language to which church people are accustomed. Written by the leader of World Vision.

National Academy of Sciences. WORLD FOOD AND NUTRITION STUDY. ENHANCEMENT OF FOOD PRODUCTION FOR THE UNITED STATES. Washington, D.C.: National Academy of Sciences, 1975 ($6.00). Focuses on research required in five major areas: human nutrition; natural resources base; production of food and feed crops; livestock, poultry, and fish production; and food science and technology. Gives specific recommendations for each of these areas, as well as details about the current situation.

Ohio State University. YOUR FOOD: A FOOD POLICY BASEBOOK. Columbus, Ohio: Cooperative Extension Service, Ohio State University, 1975 ($1.00). A good selection of articles by professors from various west and midwest universities. The chapters are: Will There Be Enough? Who Will Get It? How Will It Be Shared? Will It Be Good and Good For You? Who Will Control It? and, Politics and Food Policy. A good buy.

Paddock, William & Paddock, Paul. FAMINE '75. Boston: Little Brown & Co., 1967 ($2.65). Convinced that a major world food crisis would manifest itself in 1975, the Paddocks describe what they believe to be the causes of imminent famine, the dimensions of the problem, why the food crisis is unavoidable, and how it will affect the hierarchy of world power. Triage is explained. Illustrates how unreliable figures can be.

Paige, Jeffrey M. AGRARIAN REVOLUTION, SOCIAL MOVEMENTS AND EXPORT AGRICULTURE IN THE UNDERDEVELOPED WORLD. New York: The Free Press, 1975 ($15.95). Presents a systematic and sharply defined theory of rural class conflict, and how the organization of export agriculture in developing nations determines the nature of rural social movements. Detailed studies of Peru, Angola, and Vietnam.

Potter, Norman N. FOOD SCIENCE. Westport, Connecticut: Avi Publishing Co., 1973 ($15.00). Written by a food scientist. Praises the technological age of food production. Presents insight into the rationales of people who are confident of the positive role of high technology in food production.

Reutlinger, Shlomo & Selowsky, Marcelo. MALNUTRITION AND POVERTY: MAGNITUDE AND POLICY OPTIONS. Baltimore, Maryland: The Johns Hopkins University Press, 1976 ($4.75). A World

Bank study. Establishes the relationship between malnutrition and poverty both domestically and abroad. Deals primarily with cost effectiveness of various programs. Technical reading. Heavily documented. Demonstrates that the malnutrition problem is not going to be solved simply by solving the aggregate food problem.

Robbins, William. THE AMERICAN FOOD SCANDAL. New York: William Morrow & Co., Inc., 1974 ($3.50). An up-to-date book on why Americans are not eating well. Uses lots of examples about food production, processing, and distribution systems. A good survey of the problems of agribusiness.

Robson, John K. MALNUTRITION: ITS CAUSATION AND CONTROL. New York: Gordon & Breach, Science Publishers, Inc. ($44.00 - 2 volumes). One of the few books which puts nutrition and malnutrition into a truly ecological perspective. The author has spent most of his life planning nutrition programs. Presents factual nutrition science information in a holistic manner. Excellent text for a course on nutrition and development. Expensive, but worth the money.

Schultz, Theodore W. TRANSFORMING TRADITIONAL AGRICULTURE. New York: Arno Press, Inc., 1976 ($14.00). One of the better statements of "neoclassical" views about agricultural development. Originally published in 1964. Market oriented. States that small farmers are more flexible than generally reported.

Schneider, Stephen H. THE GENESIS STRATEGY: CLIMATE AND GLOBAL SURVIVAL. New York: Plenum Publishing Corp., 1976 ($14.95). A fairly complete presentation of the effects of climate on past, present, and future environments. Presents many of the arguments currently debated concerning changing climates, possible recourse, and potential dangers to people in the future. Includes a lengthy discussion of institutional methods of response and avenues of governmental action.

Schumacher, E.F. SMALL IS BEAUTIFUL. New York: Harper & Row, Publishers, 1973 ($2.45). The leading book in what is called intermediate or appropriate technology. Gives many examples of technologies which were poorly suited for the situation. Interesting reading. A must for development classes.

Segundo, Jean L. THE COMMUNITY CALLED CHURCH. Maryknoll, New York: Orbis Books, 1973 ($4.95). Many theological insights on the communitarian talk of building up the human family and Christian community are presented. States that all are on one road, but that Christians, because of the historical revelation of Jesus Christ in human history, have a particularly healing contribution to make to all.

Sen, Sudhir. REAPING THE GREEN REVOLUTION: FOOD AND JOBS ALL. Maryknoll, New York: Orbis Books, 1975 ($10.95). Sen confronts critics of the Green Revolution with his first hand experience with agriculture and development schemes in India. Highly readable.

Shepherd, Jack. THE POLITICS OF STARVATION. New York: The Carnegie Endowment for International Peace, 1976 ($3.00). An illuminating indictment of the international community. Documents the cover-up of the Ethiopian drought by WHO, FAO, UNICEF, and many government embassies. Calls for international fact-finding for major disasters.

Simon, Arthur. BREAD FOR THE WORLD. New York: Paulist Press, 1975 ($1.50). A good book for the beginning student. Deals especially with the Christian response to hunger. Covers a lot of ground for a small book. Suitable for non-Christians as well.

Sivard, Ruth Leger. WORLD MILITARY AND SOCIAL EXPENDITURES 1976. Leesburg, Virginia: WMSE Publications, 1976 ($2.50). An alarming account of the world's military and social expenditures. Reveals that in sharp contrast to record military spending stand the unmet human needs of society. Deals with spread, dominant powers, technology, stocks, and the new overkill, in the military part; and comparative priorities, inflation, economic growth, education, health care and nutrition, in the social part. Includes a statistical annex with tables. A valuable resource.

Southworth, Herman M. & Johnston, Bruce F., eds. AGRICULTURAL DEVELOPMENT AND ECONOMIC GROWTH. Ithaca, New York: Cornell University Press, 1967 ($15.00). A standard set of readings on agricultural economics in the Third World. Stresses the implementation of technological change by institutions.

Spivey, J. Carlisle. WORLD FOOD SUPPLY: A GLOBAL DEVELOPMENT STUDIES CASE STUDY. New York: Management Institute for National Development, 1975 ($2.00). A sixty-page essay on what is hunger, why there is hunger, and what is being done, followed by an instruction guide. Includes discussion of key teaching strategies, tips on methodology, suggestions on topics and questions for classroom discussion, and information on resource materials and organizations.

Transnational Institute. WORLD HUNGER: CAUSES AND REMEDIES. Washington, D.C.: Institute for Policy Studies, 1974 ($2.50). A good statement of the radical analysis of the food crisis. Needs further development or complimentary text. Currently out of print, but may be reprinted.

Trezise, Philip H. REBUILDING GRAIN RESERVES. Washington, D.C.: The Brookings Institution, 1976 ($2.95). A good introduction to the basic issues of grain reserves. Additional multilateral programs are advocated. Deals especially with the supply-demand balance for cereals, famine reserves, and market stabilization.

Turner, James S. THE CHEMICAL FEAST: REPORT ON THE FOOD AND DRUG ADMINISTRATION. New York: Grossman Publishers, 1970 ($.95). Goes beyond the debate, "are additives or aren't additives bad for us," to focus on the FDA. Documents behind-the-scenes coverups in the FDA from the scientific laboratories to the dealings with the food industry. Well written. Excellent for a general survey course.

Weissman, Steve, ed. THE TROJAN HORSE: A RADICAL LOOK AT FOREIGN AID. Palo Alto, California: Ramparts Press, Inc., 1974 ($3.95). Very interesting reading. Well documented. The reports prepared by members of the Pacific Studies Center and the North American Congress on Latin America.

Wharton, Clifton R., ed. SUBSISTENCE AGRICULTURE AND ECONOMIC DEVELOPMENT. Chicago: Aldine Publishing Co., 1969 ($17.95). A standard set of readings on agricultural economics in the Third World.

Whelan, Elizabeth M. & Stare, Frederick J. PANIC IN THE PANTRY. New York: Atheneum Publishers, 1975 ($8.95). A misleading book which tries to dispel the fears about food processing and the use of chemicals. The authors have close ties to industry and their research is disputed by other current research.

## PERIODICALS

The following list includes magazines, journals, and newsletters which regularly carry articles relating to the food/hunger issue. Special issues devoted entirely to the food/hunger issue are noted and marked by an asterick (*).

AG WORLD, INSIGHT INTO THE FORCES AFFECTING AGRICULTURE, Ag World, 1186 West Summer Street, St. Paul, Minnesota 55113 ($20.00?/year).

AGRICULTURAL ECONOMICS RESEARCH, Government Printing Office, Washington, D.C. 20402 ($3.85/year).

ALTERNATIVES: A JOURNAL OF WORLD POLICY, North-Holland Publishing Co., P.O. Box 211, Amsterdam, The Netherlands ($15.00/year).

AMERICAN JOURNAL OF AGRICULTURAL ECONOMICS, AAEA, Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky 40506 (members and institutions only).

ATLAS WORLD PRESS REVIEW, Atlas Information Services, Inc., Office of Publication, 1180 Avenue of the Americas, New York, New York 10036 ($10.00/year).

BREAD FOR THE WORLD NEWSLETTER, 235 East 49th Street, New York, New York 10017 ($10.00/year).

CERES: FAO INTERNATIONAL DEVELOPMENT REVIEW, UNIPUB, Inc., Box 433, New York, New York 10016 ($6.00/year).

CNI WEEKLY REPORT, Community Nutrition Institute, 1910 K Street, N.W., Washington, D.C. 20006 ($20.00 /year).

DEVELOPMENT FORUM, United Nations Centre for Economic and Social Information, Palais des Nations, CH-1211, Geneva 10, Switzerland (free).

THE ECOLOGIST, 73 Molesworth Street, Wadebridge, Cornwall, New York ($14.50/year).

FOOD ADVOCATE COMMUNICATION, 2288 Fulton Street, Berkeley, California 94704 ($2.00/year).

FOOD UPDATE, Community and Economic Development Division, U.S. General Accounting Office, Room 6826, 441 G Street, N.W., Washington, D.C., 20548 (free).

FOREIGN AFFAIRS, P.O. Box 1891, Baltimore, Maryland 21203 ($12.00/year).

FOREIGN AGRICULTURE, U.S. Department of Agriculture, Foreign Agricultural Service, Government Printing Office, Washington, D.C. 20402 ($34.35/year).

FOREIGN POLICY, 155 Allen Boulevard, Farmingdale, New York 11735 ($12.00/year).

FCNL WASHINGTON NEWSLETTER, Friends Committee on National Legislation, 245 Second Street, N.E., Washington, D.C. 20002 ($14.00/year).

THE FUTURIST, World Future Society, P.O. Box 30369, Bethesda Branch, Washington, D.C. 20013 ($12.00/year).

HUNGER WORKSHOP NOTES, World Hunger Education Service, P.O. Box 2474, Washington, D.C. 20013 ($6.00/year).

THE INTER DEPENDENT, United Nations Association, 345 East 46th Street, New York, New York 10017 ($5.00/year).

INTERNATIONAL DEVELOPMENT REVIEW, Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 ($25.00/year).

JOURNAL OF CURRENT SOCIAL ISSUES, Circulation Services, 119 West 24th Street, 4th floor, New York, New York 10011 ($7.50/ year).

MONTHLY BULLETIN OF AGRICULTURAL ECONOMICS AND STATISTICS, Food and Agricultural Organization, UNIPUB, Inc., 650 First Avenue, P.O. Box 433, Murray Hill Station, New York, New York 10016 ($8.00/year).

NATIONAL FARMER'S UNION WASHINGTON NEWSLETTER, National Farmer's Union, Denver, Colorado 80239 ($3.00/year).

THE NEW INTERNATIONALIST, New World Coalition, Room 209, 491 Boylston Street, Boston, Massachusetts 02116 ($15.00/year).

NUTRITION ACTION, Center for Science in the Public Interest, 1779 Church Street, N.W., Washington, D.C. 20036 ($10.00/year).

SCIENCE, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 ($50.00/year) (*May 9, 1975).

SCIENTIFIC AMERICAN, 415 Madison Avenue, New York, New York 10017 ($15.00/year) (*September, 1976).

SUSTENANCE: THE NEWSLETTER OF THE ACTION CENTER, The Action Center, Suite 302, 1028 Connecticut Avenue, N.W., Washington, D.C., 20036 (free), formerly THE FOOD ACTION EXCHANGE.

UPDATE, (legislative follow-up) IMPACT, 110 Maryland Avenue, N.E., Washington, D.C. 20002 ($5.00).

WAR ON HUNGER, AID, Department of State, Washington, D.C., 20523 (free).

WASHINGTON NEWSLETTER, National Farmers Union, 1012 14th Street N.W., Washington, D.C. 20005 ($2.00/year).

## RESOURCE PACKETS

ENABLER'S MANUAL, WHEAT, National Council of Churches, 475 Riverside Drive, Room 634, New York, New York 10027 ($2.50).

GLOBAL ISSUE: HUNGER, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (free).

HUNGER KIT II, St. Joseph's College, c/o Maureen McCullough, City Line Avenue, Philadelphia, Pennsylvania 19131 ($2.50 plus mailing).

RESOURCE KIT, American Friends Service Committee, 15 Rutherford Place, New York, New York 10003 ($2.50 plus $.85 for mailing).

SELF-EDUCATION FOOD PACKET, Committee for Self-Education, 11 Garden Street, Cambridge, Massachusetts 02138 ($2.00).

A STUDY AND ACTION PACK FOR WORLD DEVELOPMENT, UNDP Information Division, United Nations, New York, New York 10017 ($2.00).

WORLD HUNGER CRISIS KIT, World Without War Council, 1514 N.E. 45th Street, Seattle, Washington 98105 ($1.50).

## MULTI-MEDIA MATERIALS

Films and games are the most popular multi-media materials available. Below are selected lists of the films and games which have been widely used by educators throughout the country. For both films and games, the least expensive way that they can be obtained is listed. For the films, the price is the rental price unless otherwise marked.

### A. Films

BEYOND THE NEXT HARVEST, 27 minutes, color, 1975, Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218 ($25.00). A good introduction to causes contributing to the world food crisis. Filmed at the World Food Conference. Controversial, but well documented.

BLOOD OF THE CONDOR, 75 minutes, 1969, Transcontinental Film Center, 244 West 27th Street, New York, New York 10001 ($85.00). Based on a true story, the film depicts the clan inequalities existing in Bolivia by focusing on the death of a Cuechua Indian. Reveals that in 1968, U.S. Peace Corp Volunteers secretly sterilized the women in an Indian village and that the men of the village who took revenge on the Americans were punished. Very good film on involuntary sterilization.

BOTTLE BABIES, 28 minutes, color, 1975, Tricontinental Film Center, 333 Sixth Avenue, New York, New York 10014 ($30.00). A shocking film about the impact of milk formulas on infants from developing countries. An example of how some food multinationals are working for profit rather than good nutrition.

DIET FOR A SMALL PLANET, 20 minutes, color, 1973, New England AFSC, 48 Inman Street, Cambridge, Massachusetts 02139 ($10.00). A satisfactory film on diets. Very similar to the book. Suitable for beginning students. Too simplistic for most others.

EAT, DRINK & BE WARY, 20 minutes, color, 1974, Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069 ($21.00 plus shipping). Good critique of the American diet and the role of advertising. Features Mike Jacobson and Ann Marie Thomas and others. Emphasizes the benefits of a national food type diet.

FACES OF MY BROTHER, 5 minutes, color, 1973, Maryknoll Fathers, Maryknoll, New York 10575 (free). A short on "Who is the Third World." A startling glimpse into America's ignorance of the Third World but offers no solutions. Restricted to presentative facts.

GREEN GROW THE PROFITS, 90 minutes, color, 1974, Brandon Films, 34 MacQuesten Parkway South, Mount Vernon, New York 10550 ($55.00). Well done movie about the science and technology of food production. Critical of the industry's true motives for changes in food marketing. Leaves viewer with less secure feeling about those who make decisions about what is done to food. Good film for people at all stages of understanding of food production in the United States.

GUNS OR BUTTER, 30 minutes, slide show with tape cassettes, SANE, 318 Massachusetts Avenue, N.E., Washington, D.C. 20002 ($5.00). An excellent analysis of waste in military spending and the social costs at which "security" is achieved.

HUNGER IN AMERICA, 52 minutes, color, 1968, AFL-CIO Film Division, 815 16th Street, N.W., Washington, D.C. 20006 ($7.50). Documentary presentation of what most Americans find astonishing: the hungry at their own back door. Somewhat dated, but quite gripping. A famous CBS report.

HUNGER IN THE GLOBAL COMMUNITY, 20 minutes, color filmstrip, 1975, Center for the Study of Power and Peace, 110 Maryland Avenue, N.E., Washington, D.C. 20002 ($12.50-purchase price with cassette). Narrated by Senator Mark Hatfield. A good summary that can be used for launching or concluding a course. Too limited a source for analysis of contributing factors.

HUNGER ON SPACESHIP EARTH, 30 minutes, color slide show, 1975, American Friends Service Committee, 15 Rutherford Place, New York, New York 10003 ($7.00). Outlines causes of world hunger, the steps the United States can take to help achieve solutions, and opportunities for citizen action.

RICH MAN, POOR MAN: FOOD, 52 minutes, color, 1972, Time/Life Films, 43 West 16th Street, New York, New York 10011 ($50.00). A good film on the other side of the Green Revolution. Shows how some countries are dependent upon imports of machinery, fertilizers, and pesticides as a result of the Green Revolution.

3900 MILLION AND ONE, 50 minutes, color, 1974, Oxfam America, 302 Columbus Avenue, Boston, Massachusetts 02116 ($25.00). An excellent film focusing on the birth of a child in an Indian family. Deals with the need for children in India, structure of the family, the role of poor health, and family planning facilities. Among the best films on family planning issues. Excellent for all levels of classes.

TILT, 23 minutes, color, 1972, Audio-Visual Department E844, World Bank, 1818 H Street, N.W., Washington, D.C. 20433 (free). An anthology in cartoon form, showing how world wealth is distributed and the need for some equalizer. Permits viewers to draw their own conclusions.

TRAGEDY OR TRIUMPH, 28 minutes, color, 1974, FMS Films, P.O. Box 7316, Alexandria, Virginia 22307 ($35.00). A film reporting the

outcomes of the World Food Conference in an interesting form. Points to causes and cures of the world food/hunger problem. One of the best introductions for a large group.

WORLD FOOD: SIMPLIFICATION OF LIFE STYLE, 7 minutes, color, 1975, Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218 ($12.50). A challenge to the well-fed. Questions many aspects of affluent lives. Short, but provoking.

A WORLD HUNGRY, five color filmstrips with record or tape, 1976, TeleKETICS, Franciscan Communications Center, 1229 South Santee Street, Los Angeles, California 90015 (purchase with record, $79.95; with cassette, $84.50). The series discusses the causes of hunger, solutions, and personal methods of response. Designed to stimulate discussion, additional readings, and responses. A very clear and complete introduction.

B. Simulation Games

BALDICER, John Knox Press, Box 1176, Richmond, Virginia 23209 ($25.00). An effective game for 15-40 players. Too long for most class periods, but well worth the time. Used by many educators with good responses from students.

SPACESHIP SURVIVAL, Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 (free). Short, simple game about stereotyping and ethnocentrism. Most suitable for an introductory course.

STARPOWER, SIMILE II, P.O. Box 1023, La Jolla, California 92037 ($3.00-directions on making kit). Works well for a medium size class (15-30) as long as no one has played before. Deals with the world's unequal distribution of wealth and power.

# PART IV.

# IN THE FIELD: ORGANIZATIONS

The following list includes the main organizations -- governmental and private, domestic and international -- which are concerned with the food/hunger issue. For a complete list of organizations with addresses, annotations, phone numbers, contacts, publications, and many other helpful items, see Who's Working on Hunger, which is available from: American Freedom From Hunger Foundation, 1625 Eye Street, N.W., Washington, D.C. 20006 or World Hunger Education Service, 245 Second Street, N.E., Washington, D.C. 20002.

## I. GOVERNMENTAL ORGANIZATIONS

### A. United Nations System

CENTER FOR ECONOMIC AND SOCIAL INFORMATION (CESI). CESI/ Office of Public Information, Room 1005, UN, New York, New York 10017.

CONSULTATIVE GROUP ON FOOD PRODUCTION AND INVESTMENT (CGEPI). c/o World Bank, 1818 H Street, N.W., Washington, D.C. 20433.

CONSULTATIVE GROUP ON INTERNATIONAL AGRICULTURAL RESEARCH (CGIAR). c/o World Bank, 1818 H Street, N.W., Washington, D.C. 20433.

FOOD AND AGRICULTURE ORGANIZATION (FAO). 1776 F Street, N.W., Washington, D.C. 20437.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT (IBRD) (WORLD BANK). 1818 H Street, N.W., Washington, D.C. 20433.

INTERNATIONAL DEVELOPMENT ASSOCIATION (IDA). 1818 H Street, N.W., Washington, D.C. 20433.

INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT (IFAD). See WORLD FOOD COUNCIL.

PROTEIN/CALORIE ADVISORY GROUP (PAG). 1 UN Plaza, Room 866, New York, New York 10017.

UNITED NATIONS CHILDRENS FUND (UNICEF). UN, New York, New York 10017.

UNITED NATIONS DEVELOPMENT PROGRAM (UNDP). 1 UN Plaza, New York, New York 10017.

UNITED NATIONS FUND FOR POPULATION ACTIVITIES (UNFPA). 485 Lexington Avenue, New York, New York 10017.

WORLD FOOD COUNCIL (WFC). UN, Suite 2920, New York, New York 10017.

WORLD FOOD PROGRAMME (WFP). Senior UN/WFP Liaison Officer, UN, New York, New York 10017.

WORLD HEALTH ORGANIZATION (WHO). UN, Room 2245, New York, New York 10017. Regional Office for the Americas: 525 23rd Street, N.W., Washington, D.C. 20037.

GENERAL AGREEMENT ON TARIFFS AND TRADE (GATT). UN, New York, New York 10017.

INTERNATIONAL MONETARY FUND (IMF). 700 19th Street, N.W., Washington, D.C. 20431.

UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT (UNCTAD). UN, New York, New York 10017.

B. Multilateral Organizations

AFRICAN DEVELOPMENT BANK. Information: Economic Development Office of the Ivory Coast, 521 5th Avenue, New York, New York 10017.

ASIAN DEVELOPMENT BANK. P.O. Box 789, Manila, Philippines.

INTER-AMERICAN DEVELOPMENT BANK (IDB). 808 17th Street, N.W., Washington, D.C. 20557.

INTERNATIONAL WHEAT COUNCIL. Haymarket House, Haymarket, London SW1, United Kingdom.

ORGANIZATION OF AMERICAN STATES (OAS). 19th and Constitution Avenues, N.W., Washington, D.C. 20006.

ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD). 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

ORGANIZATION OF PETROLEUM EXPORTING COUNTRIES (OPEC). Kuwait Embassy, 2940 Tilden Street, N.W., Washington, D.C. 20008.

C. U.S. Government - Executive Branch Agencies

1. Department of Agriculture

USDA. 14th Street and Independence Avenue, S.W., Washington, D.C. 20250.

NATIONAL AGRICULTURAL LIBRARY. 10301 Baltimore Boulevard, Beltsville, Maryland 20705.

2. Department of Health, Education and Welfare

ADMINISTRATION OF AGING. Donohue Building, 400 6th Street, S.W., Washington, D.C. 20024.
--NUTRITION PROGRAM FOR THE ELDERLY.

FOOD AND DRUG ADMINISTRATION. 5600 Fishers Lane, Parklawn Building, Rockville, Maryland 20852.
--BUREAU OF FOODS. 200 G Street, S.W., Washington, D.C. 20204.

OFFICE OF THE ASSISTANT SECRETARY FOR HUMAN DEVELOPMENT.
--OFFICE OF CHILD DEVELOPMENT. 400 6th Street, S.W., Washington, D.C. 20013.

3. Department of State

AGENCY FOR INTERNATIONAL DEVELOPMENT (AID). 320 21st Street, N.W., Washington, D.C. 20523.
--BUREAU OF POPULATION AND HUMANITARIAN ASSISTANCE.
--BUREAU FOR TECHNICAL ASSISTANCE (TAB).
--OFFICE OF FOOD FOR PEACE.
--OFFICE OF PUBLIC AFFAIRS.

BUREAU OF ECONOMIC AND BUSINESS AFFAIRS. 320 21st Street, N.W., Washington, D.C. 20520.

BUREAU OF INTERNATIONAL ORGANIZATION AFFAIRS. 320 21st Street, N.W., Washington, D.C. 20520.

INSPECTOR GENERAL OF FOREIGN ASSISTANCE. 320 21st Street, N.W., Washington, D.C. 20520.

INTER-AMERICAN FOUNDATION. 1515 Wilson Boulevard, Arlington, Virginia 22209.

4. National Science Foundation

PROGRAM OF RESEARCH APPLIED TO NATIONAL NEEDS (RANN). 1800 G Street, N.W., Washington, D.C. 20550.
--DIVISION OF ADVANCED ENERGY AND RESOURCES RESEARCH TECHNOLOGY (AERRT).

5. The White House

AGRICULTURAL POLICY COMMITTEE. White House, Washington, D.C. 20500.

COUNCIL ON INTERNATIONAL ECONOMIC POLICY. Old Executive Office Building, Washington, D.C. 20500.

D. U.S. Congress

1. Advisory/Research Agencies

GENERAL ACCOUNTING OFFICE. 441 G Street, N.W., Washington, D.C. 20548.

LIBRARY OF CONGRESS. 10 First Street, S.E., Washington, D.C. 20540.
--CONGRESSIONAL RESEARCH SERVICE.
--GENERAL REFERENCE AND BIBLIOGRAPHY DIVISION.
--SCIENCE AND TECHNOLOGY DIVISION.

OFFICE OF TECHNOLOGY ASSESSMENT. 119 D Street, N.E., Washington, D.C. 20510.

SENATE SELECT COMMITTEE ON NUTRITION AND HUMAN NEEDS. Senate Annex, 119 D Street, N.E., Washington, D.C. 20510.

SENATE SPECIAL COMMITTEE ON AGING. G-225, Dirksen Senate Office Building, Washington, D.C. 20510.

2. House of Representatives Committees

AGRICULTURE COMMITTEE. 1301 Longworth House Office Building, Washington, D.C. 20515.
--SUBCOMMITTEE ON DEPARTMENT OPERATIONS, INVESTIGATIONS AND OVERSIGHT, 1709 Longworth Building.
--SUBCOMMITTEE ON FAMILY FARMS AND RURAL DEVELOPMENT, 1722 House Annex #1.
--SUBCOMMITTEE ON LIVESTOCK AND GRAINS, 1709 Longworth Building.

APPROPRIATIONS COMMITTEE. Room H-218 Capitol Building, Washington D.C., 20515.
--SUBCOMMITTEE ON AGRICULTURE AND RELATED AGENCIES, 2362 Rayburn House Office Building, Washington, D.C. 20515.
--SUBCOMMITTEE ON FOREIGN OPERATIONS, Room H-308 Capitol Building.

BANKING, CURRENCY, AND HOUSING. 2129 Rayburn House Office Building.
--SUBCOMMITTEE ON INTERNATIONAL DEVELOPMENT INSTITUTIONS AND FINANCE, 2312 Rayburn Building.

EDUCATION AND LABOR. 2181 Rayburn House Office Building, Washington, D.C. 20515.

INTERNATIONAL RELATIONS. 2170 Rayburn House Office Building, Washington, D.C. 20515.
--SUBCOMMITTEE ON INTERNATIONAL ECONOMIC POLICY, 606 House Annex #1.
--SUBCOMMITTEE ON INTERNATIONAL ORGANIZATIONS, 607 House Annex #1.

--SUBCOMMITTEE ON INTERNATIONAL RESOURCES, FOOD AND ENERGY, 705 House Annex #1.

COMMITTEE ON MERCHANT MARINE & FISHERIES. 1334 Longworth House Office Building, Washington, D.C. 20515.
--SUBCOMMITTEE ON FISHERIES AND WILDLIFE CONSERVATION, 1339 Longworth.

3. Senate Committees

AGRICULTURE AND FORESTRY. 322 Russell Senate Office Building, Washington, D.C. 20510.
--SUBCOMMITTEE ON AGRICULTURAL PRODUCTION, MARKETING AND STABILIZATION OF PRICES, 322 Russell Senate Office Building.
--SUBCOMMITTEE ON FOREIGN AGRICULTURAL POLICY, 322 Russell Senate Office Building.
--SUBCOMMITTEE ON RURAL DEVELOPMENT, 322 Russell Senate Office Building.

APPROPRIATIONS. 1235 Dirksen Senate Office Building, Washington, D.C. 20510.
--SUBCOMMITTEE ON AGRICULTURE AND RELATED AGENCIES, S-128 Capitol Building.
--SUBCOMMITTEE ON FOREIGN OPERATIONS, S-128 Capitol Building.

BANKING, HOUSING AND URBAN AFFAIRS. 5300 Dirksen Senate Office Building, Washington, D.C. 20510.
--SUBCOMMITTEE ON INTERNATIONAL FINANCE.

FINANCE COMMITTEE. 2227 Dirksen Senate Office Building, Washington, D.C. 20510.
--SUBCOMMITTEE ON INTERNATIONAL FINANCE AND RESOURCES.

FOREIGN RELATIONS. 4229 Dirksen Senate Office Building, Washington, D.C. 20510.
--SUBCOMMITTEE ON FOREIGN ASSISTANCE. 209 Senate Courts Building, Washington, D.C. 20510.

## II PRIVATE AGENCIES-GLOBAL FOCUS

### A. Political Advocacy Groups

BREAD FOR THE WORLD. 235 East 49th Street, New York, New York 10017.

FRIENDS COMMITTEE ON NATIONAL LEGISLATION (FCNL). 245 Second Street, N.E., Washington, D.C. 20002.

INTERRELIGIOUS TASKFORCE ON U.S. FOOD POLICY. 110 Maryland Avenue, N.E., Washington, D.C. 20002.

LEAGUE OF WOMEN VOTERS OF THE U.S. (LOWV). LEGISLATIVE ACTION DIVISION. 1730 M Street, N.W., Washington, D.C. 20036.

NETWORK. 224 D Street, S.E., Washington, D.C. 20003.

SANE. 318 Massachusetts Avenue, N.E., Washington, D.C. 20002.

B. Policy-Oriented Research Agencies

AGRIBUSINESS ACCOUNTABILITY PROJECT. P.O. Box 31331, Diamond Heights Station, San Francisco, California 94131.

BROOKINGS INSTITUTION. 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE. 345 East 46th Street, New York, New York 10017.

IDOC - NORTH AMERICA (INTERNATIONAL DOCUMENTATION OF THE CONTEMPORARY CHURCH). 235 East 49th Street, New York, New York 10017.

INSTITUTE FOR FOOD AND DEVELOPMENT POLICY. Box 57, Hastings-on-Hudson, New York 10706.

INSTITUTE FOR POLICY STUDIES. 1901 Q Street, N.W., Washington, D.C. 20036.

INTERFAITH CENTER ON CORPORATE RESPONSIBILITY. 475 Riverside Drive, Room 566, New York, New York 10027.

INTERNATIONAL DEVELOPMENT RESEARCH CENTRE. Suite 309, 1028 Connecticut Avenue, N.W., Washington, D.C. 20036.

INTERNATIONAL FOOD POLICY RESEARCH INSTITUTE. 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

INTERNATIONAL INSTITUTE FOR ENVIRONMENT AND DEVELOPMENT. 27 Mortimer Street, London WIN 8DE, United Kingdom. In Washington: 1525 New Hampshire Avenue, N.W., Washington, D.C. 20036.

NATIONAL ACADEMY OF SCIENCES - NATIONAL RESEARCH COUNCIL. 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20418.

RESOURCES FOR THE FUTURE. 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

STRATEGIES FOR RESPONSIBLE DEVELOPMENT. Box 93, University of Dayton, Ohio 45469.

WORLDWATCH INSTITUTE. 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

C. Appropriate Technology Groups

EARTH RESOURCES DEVELOPMENT RESEARCH INSTITUTE. Hearst Hall, Wisconsin Avenue at Woodley Road, N.W., Washington, D.C. 20016.

INTERMEDIATE TECHNOLOGY. 556 Santa Cruz Avenue, Menlo Park, California 94025.

LEAGUE FOR INTERNATIONAL FOOD EDUCATION. 1126 16th Street, N.W., Washington, D.C. 20036.

NEW ALCHEMY INSTITUTE, EAST, P.O. Box 432, Woods Hold, Massachusetts 02543.

D. Information, Consciousness-Raising, Education

AMERICAN FREEDOM FROM HUNGER FOUNDATION. 1625 Eye Street, N.W., Washington, D.C. 20006.

AMERICAN FRIENDS SERVICE COMMITTEE, WORLD HUNGER PROJECT, NEW YORK METROPOLITAN REGIONAL OFFICE.
15 Rutherford Place, New York, New York 10003.

BOSTON INDUSTRIAL MISSION. 56 Boylston Street, Cambridge, Massachusetts 02138.

CENTER FOR SCIENCE IN THE PUBLIC INTEREST - FOOD DAY. 1757 S Street, N.W., Washington, D.C. 20009.

CENTER OF CONCERN. 3700 13th Street, N.E., Washington, D.C. 20017.

COALITION FOR A NEW FOREIGN AND MILITARY POLICY. 120 Maryland Avenue, N.E., Washington, D.C. 20002.

COMMISSION ON THE CHURCHES' PARTICIPATION IN DEVELOPMENT, WORLD COUNCIL OF CHURCHES. 150 Route de Ferney, 1211 Geneva 20, Switzerland. In U.S.: 475 Riverside Drive, New York, New York 10027.

COMMITTEE FOR ECONOMIC DEVELOPMENT. 477 Madison Avenue, New York, New York 10022.

CORPORATE INFORMATION CENTER. Room 566, 475 Riverside Drive, New York, New York 10027.

IMPACT. 110 Maryland Avenue, N.E., Washington, D.C. 20002.

INTERACTION. 4920 Piney Branch Road, N.W., Washington, D.C. 20011.

INTERNATIONAL PLANNED PARENTHOOD FEDERATION. 111 Fourth Avenue, New York, New York 10003.

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS. 1860 19th Street, N.W., Washington, D.C. 20008.

NATIONAL COUNCIL OF CHURCHES, COORDINATING COUNCIL FOR HUNGER CONCERNS. Room 634, 475 Riverside Drive, New York, New York 10027.

NATIONAL STUDENT ASSOCIATION, FOOD ACTION CENTER. 2115 S Street, N.W., Washington, D.C. 20008.

NEW WORLD COALITION. Room 209, 419 Boylston Street, Boston, Massachusetts 02116.

OVERSEAS DEVELOPMENT COUNCIL. 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

OVERSEAS LIAISON COMMITTEE OF THE AMERICAN COUNCIL ON EDUCATION. 1 Dupont Circle, N.W., Washington, D.C. 20036.

POPULATION INSTITUTE. 110 Maryland Avenue, N.E., Washington, D.C. 20002.

SOCIETY FOR INTERNATIONAL DEVELOPMENT. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

SOCIETY FOR NUTRITION EDUCATION. 2140 Shattuck Avenue, Berkeley, California 94704.

UNITED NATIONS ASSOCIATION (UNA-USA). 345 East 46th Street, New York, New York 10017.

U.S. CATHOLIC CONFERENCE, OFFICE OF INTERNATIONAL JUSTICE AND PEACE, 1312 Massachusetts Avenue, N.W., Washington, D.C. 20005.

U.S. COMMITTEE FOR UNICEF. 331 East 38th Street, New York, New York 10016.

WORLD FEDERALIST ASSOCIATION. 1424 16th Street, N.W., Washington, D.C. 20036.

WORLD HUNGER EDUCATION SERVICE. P.O. Box 2474, Washington, D.C. 20013.

WORLD HUNGER YEAR, INC. (WHY). P.O. Box 1975, Garden City, New York 11530.

E. Life-Style Groups

ALTERNATIVES. 701 North Eugene Street, Greensboro, North Carolina 27401.

MOVEMENT FOR A NEW SOCIETY. 4722 Baltimore Avenue, Philadelphia, Pennsylvania 19143.

SHAKERTOWN PLEDGE GROUP/SIMPLE LIVING RESOURCE CENTER. West 44th at York Avenue South, Minneapolis, Minnesota 55410.

F. Curriculum Development

BREAD FOR THE WORLD EDUCATION FUND. 235 East 49th Street, New York, New York 10017.

CENTER FOR GLOBAL PERSPECTIVES. 218 East 18th Street, New York, New York 10003.

INSTITUTE FOR WORLD ORDER. 1140 Avenue of the Americas, New York, New York 10036.

MANAGEMENT INSTITUTE FOR NATIONAL DEVELOPMENT. 230 Park Avenue, New York, New York 10017.

## III PRIVATE AGENCIES - U.S. DOMESTIC FOCUS

A. Food Aid Legislation

CHILDREN'S FOUNDATION. 1028 Connecticut Avenue, N.W., Washington, D.C. 20036.

COMMUNITY NUTRITION INSTITUTE (CNI). 1910 K Street, N.W., Washington, D.C. 20006.

FOOD RESEARCH AND ACTION CENTER (FRAC). 25 West 43rd Street, New York, New York 10036.

NATIONAL CHILD NUTRITION PROJECT. 303 George Street, New Brunswick, New Jersey 08901.

B. Information/Research on Poverty and Economic Justice

BLACK ECONOMIC RESEARCH CENTER. 122 West 120th Street, New York, New York 10027.

MOVEMENT FOR ECONOMIC JUSTICE (MEJ). 1611 Connecticut Avenue, N.W., Washington, D.C. 20009.

NATIONAL ASSOCIATION FOR COMMUNITY DEVELOPMENT. 1424 16th Street, N.W., Washington, D.C. 20036.

NATIONAL COUNCIL OF CHURCHES - WORKING GROUP ON DOMESTIC HUNGER AND POVERTY. 475 Riverside Drive, New York, New York 10027.

NATIONAL COUNCIL OF ORGANIZATIONS FOR CHILDREN AND YOUTH. 1918 K Street, N.W., Washington, D.C. 20006.

NATIONAL CATHOLIC RURAL LIFE CONFERENCE. 3801 Grand Avenue, Des Moines, Iowa 50132.

NATIONAL FOOD STAMP INFORMATION COMMITTEE. 25 West 43rd Street, New York, New York 10036.

RURAL AMERICA, INC. 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

SOUTHERN REGIONAL COUNCIL. 52 Fairlie Street, N.W., Atlanta, Georgia 30303.

C. Special Concern With Aging

NATIONAL CENTER ON THE BLACK AGED. 1730 M Street, N.W., Suite 811, Washington, D.C. 20036.

NATIONAL COUNCIL ON THE AGING. 1828 L Street, N.W., Washington, D.C. 20006.

NATIONAL COUNCIL OF SENIOR CITIZENS. 1511 K Street, N.W., Washington, D.C. 20005.

D. Farm Workers, Small Farmers

EMERGENCY LAND FUND. 836 Beecher Street, N.W., Atlanta, Georgia 30310.

HEIFER PROJECT. P.O. Box 808, Little Rock, Arkansas 72203.

NATIONAL SHARECROPPERS FUND. 1145 19th Street, N.W., Washington, D.C.

NORTHERN CALIFORNIA LAND TRUST. 487 58th Street, Oakland, California 94609.

RURAL ADVANCEMENT FUND. 1145 19th Street, N.W., Washington, D.C.

SOUTHERN COOPERATIVE DEVELOPMENT FUND. P.O. Box 3885, Lafayette, Louisiana 70501.

UNITED FARMWORKERS' UNION (UFW), AFL/CIO. P.O. Box 62, Keene, California 93531. Washington Office: 1803 Newton Street, N.W., Washington, D.C. 20010.

E. Relating to U.S. Agriculture and Food Systems

AGRIBUSINESS ACCOUNTABILITY PROJECT. P.O. Box 31331, Diamond Heights Station, San Francisco, California 94131.

CENTER FOR SCIENCE IN THE PUBLIC INTEREST (CSPI). 1757 S Street, N.W., Washington, D.C. 20009.

NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES. 1 Dupont Circle, Washington, D.C. 20036.

RODALE PRESS. 33 Fast Minor Street, Fmmaus, Pennsylvania 18049.

F. Producer Organizations

AMERICAN FARM BUREAU FEDERATION. 425 13th Street, N.W., Washington, D.C. 20006.

NATIONAL FARMERS' ORGANIZATION. Corning, Iowa 50841. Legislative Office: 485 L'Fnfant Plaza, S.W., Washington, D.C. 20024.

NATIONAL FARMERS UNION. 1012 14th Street, N.W., Washington, D.C. 20005.

NATIONAL GRANGE. 1616 H Street, N.W., Washington, D.C. 20006.

NATURAL ORGANIC FARMERS' ASSOCIATION. Box 247, Plainfield, Vermont 05667.

INSTITUTE
FOR
WORLD
ORDER

The Institute for World Order, a non-profit educational organization, is devoted to building a world order of peace, social justice, economic well-being, and ecological balance. In this quest, it is concerned with fitting together three parts of a complex puzzle: the world as it is today, the world as it should be tomorrow, and the means to get us from here to there. Through a broad program of education and policy research, the Institute has engaged a global network of students, educators, and scholars, as well as social critics, policy leaders, and activists in helping to bring about a more just world order.

Copies of World Food/Hunger Studies are available at $5.00 for the first copy and $4.00 for each additional copy. Bulk rates are available upon request. Send orders to: World Food/Hunger Studies, Institute for World Order, 1140 Avenue of the Americas, New York, N. Y. 10036.